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ABSTRACT

This project's goal was the placement of diversely handicapped students at the secondary level in suitable vocational programs which would lead to eventual employment. The technique employed to discover the aptitudes of these special students was work sampling, which is a vocational evaluation procedure utilizing "hands on" experiences, interest and basic academic skills testing to assess the client's vocational potential. Two vocational technicians were responsible for the implementation of the project. Twenty hours of work sampling was administered, followed by parent, student and teacher conferences. An in-service component consisted of an initial orientation to parents, visitation of the facilities and a staffing session with teachers and evaluation staff. It was felt that the work sampling was effective in most cases in delineating students' aptitudes and, to a somewhat lesser extent, their interests. Follow-up, consisting of placement in classes, training programs and/or additional counseling, was difficult due to the time limitation. The project indicated a need for further work and research in this area, and was for the most part supported by students, parents and teachers. (Author)

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CAREER PLACEMENT BY WORK SAMPLING FOR THE HANDICAPPED 1976

A RESEARCH REPORT

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Dr. Chester A. Howe
Director of Instructional Operations

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CAREER PLACEMENT

BY

WORK SAMPLING

FOR

THE HANDICAPPED

1976

A RESEARCH REPORT
of
Vocational Education Project
#56-72603-B-6-000-H(A)
Under the
Vocational Education Amendment of 1968
P.L. 90-576 Part B-Handicapped

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Abstract

Funded under Part B of the Vocational Education Amendment (VEA) of 1968, "Career Placement by Work Sampling for the Handicapped" commenced in February, 1976 by the Simi Valley Unified School District under the Department of Instructional Operations. The project's goal was the placement of diversely handicapped students at the secondary level in suitable vocational programs which would lead to eventual employment. The technique employed to discover the aptitudes of these special students was work sampling, which is a vocational evaluation procedure utilizing "hands on" experiences, interest and basic academic skills testing to assess the client's vocational potential. Facilities at the Regional Occupational Program (ROP) of the Ventura County Superintendent of Schools were utilized, while the County of Ventura Health Services Agency Work Evaluation Unit served the more severely handicapped students.

Two vocational technicians were responsible for the implementation of the project. Twenty hours of work sampling was administered, followed by parent, student and teacher conferences. An in-service component consisted of an initial orientation to parents, visitation of the facilities and a staffing session with teachers and evaluation staff.

It was felt that the work sampling was effective in most cases in delineating students' aptitudes and, to a somewhat

lesser extent, their interests. Follow-up, consisting of placement in classes, training programs and/or additional counseling, was difficult due to the time limitation. The project indicated a need for further work and research in this area, and was for the most part supported by students, parents and teachers.

Preface

In eras past, handicapped individuals were regarded as "demon-possessed" or incurably mentally ill. Fortunately, the human collective consciousness has emerged from these barbaric and medieval diagnoses, and now can see these individuals as capable of productivity and self-fulfillment. A major responsibility of education is to tap and develop these potentials, to help prepare these special students for a meaningful life after high school graduation. To this end, was this project conceived, proposed and implemented.

Although the obvious end of a project of this nature is eventual placement in the world of work, the major benefit of such a program may indeed be a less tangible, measurable one. The success a student experiences in a hands-on, job related task, the encouragement he receives from staff and teachers, the insight that he can do something well, may prove to be a more immediate, long lasting result. A positive glimpse of himself in the midst of what seem to be overwhelming handicaps may encourage the student to further explore, develop and train in his interests and aptitudes. If this were the only result of such a project, one would have to gauge it as an overwhelming success.

As a pilot project, the limitations of this project are realized and delineated. Yet it is apparent that much value lies with the idea of increased in-depth vocational evaluation. It is our hope that the lessons learned here will serve as a

motivation and a basis for further research and programming in the area of career awareness for handicapped students.

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Background and Theory

Need and Previously Existing Conditions

Career planning, vocational education and related areas have a high national, state and local priority for students in grades K thru 12. Preparing students to function effectively after graduation is a primary goal of secondary education.

A survey conducted by the Simi Valley Unified School District during the 1974-75 school year requested teachers and parents to prioritize the educational goals for students in the district. Results of this survey indicated the highest priority for vocational guidance and career planning.

Students, too, seem aware of this need. According to the Summary of Results of the Ventura County Superintendent of Schools Career Planning Inventory given in the Fall of 1975, 70% of the 30,000 students who participated indicated a need for additional or considerable help in career planning.

Students from special education classes are often doubly handicapped when it comes to job preparation. They not only are unsure of their physical limitations, but most also have reading and/or math liabilities which need to be considered. High school students (grades 10-12) who are moderately to severely physically or educationally handicapped comprise about 4% of the total senior high school population in Simi Valley. In addition, the school district serves the entire deaf and hard of hearing and orthopedically handicapped student population in the southeastern portion of Ventura County; also the deaf students from the Las Virgenes Unified School District in Los

Angeles County.

One of the special education teachers has acted in the capacity of Work Study Coordinator for the handicapped part-time since 1972, mainly in conjunction with the Department of Rehabilitation (DR) agreement with the Ventura County Superintendent of Schools. An on-campus work incentive pay program and supervised work experience comprised the greater part of the program. Besides the obvious time and personnel limitations, attention was concentrated on those qualified as clients with D R. Funds for this position have been dwindling each year, and next year these funds will no longer be available. Other means to serve a greater variety of handicapped students are needed.

Prior to the initiation of this project there was no specific plan for evaluating the vocational potential of these students in order to effectively place them in regular vocational education programs.

Work Sampling Theory

Several forms of work sampling have been in use for rehabilitation purposes for some time, but it wasn't until the late sixties that a systematic discipline of vocational evaluation with an explicit theoretical framework gained widespread acceptance among professionals. Pioneer work in the field was done by Vocational Guidance and Rehabilitation Services in Cleveland, Stout State University in Menemonie, Wisconsin, and the Philadelphia Jewish Employment and Vocational Service. Since that time, Singer-Graflex has produced a complete line of audio-visual evaluation units, and Valpar Corporation of Arizona has continued to develop and norm a component work sampling system.

A work sample is defined as a mock-up or a close simulation of an actual industrial operation not different in its essentials from the kind of work a potential worker would be required to perform on an ordinary job. Work sample evaluation is a systematic procedure for assessing work potentials and behaviors. Pruitt (1970)[1] outlines nine basic postulates of work sample theory:

1. Persons who do poorly on psychological tests can be effectively evaluated by the method of work sample evaluation. This includes populations for whom standardized tests are not normed and those persons below the average level in verbal, mathematical and academic skill or training, which most pencil and paper tests assume.

[1]Pruitt, W. A., Basic assumptions underlying work sample theory, Journal of Rehabilitation, 1970, 36, 12-15.

2. Work samples differ from psychological tests in the degree of relatedness to the criterion. The criterion is work behavior and job performance. Hence, the client or student sees himself as performing a work task rather than taking a test, increasing his interest and lowering his anxiety.

3. Work samples are as efficient and as inexpensive as other evaluative methods including psychological testing.

4. Work samples illustrate the client's ability to function in a field of work, such as bench assembly, clerical work, etc. This broadens the scope of possible job selection and helps narrow choices to a field of work most suited for the client or student.

5. Work samples can be graded with respect to their problem solving complexity and occupational area. This graded aspect helps to predict occupational level as well as occupational area.

6. Work samples not only measure qualitative performance, but also allow for evaluation of such factors as motivation, vocational self-concepts, interpersonal relationships, initiative, ability to accept criticism, attention span, physical stamina and emotional maturity. Work samples also provide measures of manifest (performance) interests and aptitudes as opposed to measured (pencil-and-paper tested) interests and aptitudes.

7. Work sample evaluation provides the necessary information for vocational choice decision making.

8. Work sample evaluation reports are more meaningful and have more immediate application to both client and related personnel (counselors, teachers and placement specialists) than psychological reports.

9. Work sample evaluations provide information of broader scope than do psychological tests.

Another important facet of work sampling is that it is directly related and keyed to worker functions, traits and working conditions. Most work sample systems use the Department of Labor's Dictionary of Occupational Titles (DOT) "Data-People-Things" classification, coupled with the DOT's components of training time, aptitudes, interests, temperaments, physical demands and working conditions. (See Appendix A) This provides a direct link from the work sample evaluation to the actual job market.

Thus, work sampling can be seen, at least in theory, as applicable to a handicapped student population as a potentially effective tool for the assessment of aptitudes and interests, and to provide both student and staff with information needed for vocational decision making.

Work Sampling Facilities

In Ventura County, two work sampling evaluation centers are in existence--the Career Evaluation Laboratory at the Regional Occupational Program (ROP) of the Ventura County Superintendent of Schools at the demilitarized Oxnard Air Force Base in Camarillo and the Work Evaluation Unit at the Ventura County Hospital BARD unit operated by the County of Ventura Health Services Agency (HSA).

The ROP facility, the newer of the two, is outfitted with Valpar and Singer units, supplemented with samples from the University of Wisconsin/Stout Materials Development Center. It is funded primarily by the Comprehensive Employment Training Act (CETA) of the State of California, and as such, evaluates primarily CETA clients. Due to its location and association with the school system, this unit was the primary evaluation center. (A description of the ROP facility's services are included in Appendix B).

HSA's facility also included the Valpar and Singer units and is supplemented by Jewish Employment and Vocational Services (JEVS) battery. Their clientele consists mainly of DR clients and County Hospital referrals. This facility was utilized for the more severely handicapped and wheelchair students, as it is both barrier-free and adjacent to the hospital, should any student require immediate medical assistance. (See Appendix C).

The ROP and HSA work under a non-financial cooperative agreement.

Goals and Objectives

Program Goals

The project-determined goals were as follows:

1. To provide all moderate to severe physically and educationally handicapped students in grades 10 thru 12 with comprehensive career evaluation to assess their vocational potential; this to lead to placement into programs designed to maximize their acquisition of marketable skills and their eventual ability to be self-supporting.

2. To provide teachers, counselors and parents of these students with appropriate orientation and assistance as to their role in implementing a realistic vocational education program.

Measurable Performance Objectives

The following measurable performance objectives were proposed to assess the attainment of the goals of the program.

1. Teacher In-service Training

Participating teachers of students in grades 10-12 with exceptional needs, high school counselors and selected vocational education teachers will receive 12 hours of in-service training on the goals and objectives of the project and their specific roles in its implementation.

2. Parent Participation

A minimum of 75 per cent of the parents of the participating students will participate in a three-hour orientation program to explain the goals and objectives of the project and their role in its implementation.

3. Student Evaluation

Thirty students will be selected and evaluated by the ROP or HSA work evaluation program and a written report of the results will be made available to appropriate school personnel and become a part of the student's cumulative file. Participating students will be administered on a pre-test/post-test basis the Career Planning Inventory (CPI) in order to determine attitudinal changes brought about as a result of their participation in the project.

4. Student Placement

Based on the results of the work sampling evaluation, each student will be placed, as appropriate, in regular on-going dis-

trict vocational education classes, work experience program, and/or advanced training programs. Each placement will be made following a review of the student's assessment data and in consultation with the student's parents, teacher, Director of Special Education, appropriate high school counselor, and/or work experience coordinator, appropriate vocational education teachers and the project vocational technicians.

Research Techniques

Design

The original project proposal called for a one group, pre-test/post-test experimental design. However, to assess the effects of work sampling evaluation on the population, the Director of Research and the external evaluator modified the design to a two-group pre-test/post-test design, utilizing an experimental and control group.

Sampling

The target population were students in special education classes at the high school level, which included the following handicaps:

Learn Disability (LD)
Educable Mentally Retarded (EMR)
Trainable Mentally Retarded (TMR)
Deaf and Hard of Hearing (DHH)
Orthopedically Handicapped (OH)
Visually Handicapped (VH)
Aphasic

Initially, the project called for the selection of 60 students, their prioritization based on need and ability to profit from the evaluation, and a narrowing of the sample to 30 target students. However, with the modification in design, randomization of the initial selection was preferred.

Seventy-three referrals were collected and first arranged by handicap, then stratified by grade level. Through randomization procedures, 30 students were assigned to the experimental group and 30 functioned as the control. The result was a stratified matching random sample (Table 1, page 12).

Unfortunately, time constraints did not allow for exploration of the students' willingness to participate. As a consequence, several substitutions had to be made in both the experimental and the control groups. This was done with consideration, using the criteria chosen by the external evaluator (handicaps and grade). The groups were kept carefully balanced. Sex was not a controlled variable.

Composition of Experimental and Control Groups

Handicap

Grade Level	OH		DHH		APH		LD		EMR		TMR	
	E	C	E	C	E	C	E	C	E	C		
10	2	2	2	2	1	1	8	8	5	4		
			E	C	E	C	E	C	E	C	E	C
11			2	2	1	1	5	5	2	3	1	1
											non-graded	
					E	C						
12					1	1						

E = Experimental Group C = Control Group

Table 1

Instrumentation

The Career Planning Inventory (CPI)

The CPI is administered annually to all students in Ventura County in grades 9-12. The pre-test was initially administered in November 1975, although several of the sample group were given the Inventory in February due to their absence for the initial testing. A copy of the CPI and a detailed explanation of its conception, purpose and use is published by the Ventura County ROP, and is included in Appendix D.

The CPI was re-administered in May 1976 as the post-test. Student profiles were obtained and comparisons made.

A major limitation of the CPI, when used in a pre-test/post-test design, is the ambiguity of response changes and difficulty in the interpretation of the related causes of those changes. For example: Student A may on the pre-test indicate that he is sure of his interests, and on the post-test indicate that he is uncertain of his interests. Is this uncertainty "bad" (i.e., did the work sampling confuse him?), or is it "good" (is he more aware of different vocational possibilities)? Conclusions, then, are extremely difficult to arrive at.

More than this, the CPI, being a fairly sophisticated instrument, was extremely difficult for most of the sample population to read and/or understand. It was necessary to read the inventory to many of the students. Therefore, the validity of the responses as truly representative of these students' attitudes, came into serious question. Problems of memory retention,

vocabulary and attention span also presented difficulties in its administration.

The CPI, although possibly giving a vague indication of attitudinal change, proved ineffective with this population.

Parent, Teacher and Student Feedback Forms

In order to evaluate the project's effect on parents, teachers and students, questionnaires were developed in order to give these groups an opportunity to respond to the activities and goals of the project (see Appendix E). The teacher and student Feedback Forms were designed around the activities in which each participated. The parent Feedback Form was constructed around what the parents perceived as the effects of the project. This resulted in a three-dimensional evaluation of the program.

Project Procedures

This section is a description of the various activities engaged in throughout the project, arranged in chronological order. Forms, letters, etc., utilized in the project are printed on yellow paper at the end of this section and are referred to by page number.

Teacher Orientation

The initial orientation to the project, held on February 10, 1976, was attended by all special education teachers involved with students at the secondary level, the two vocational technicians, Mr. Stan Norton (Director of Special Education), Dr. Shayle Uroff (Director of Research), Dr. Clint Howe (Director of Instructional Operations), Jerry Kinzel (Occupational Counselor, ROP unit), and Terry Dinneen (Work Evaluation Supervisor, HSA unit). Mr. Norton explained the need and relationship of the project to special education, and Dr. Howe distributed a project abstract (page 27) and briefed the teachers on the goals and objectives of the program, and Dr. Uroff described the design and some of the mechanics of the project. Terry Dinneen presented slides of his facilities and answered questions raised about the work sampling procedure. Jerry Kinzel then passed out referral forms (page 28) and explained the referral system. Teachers were asked to fill in all information for any student they felt might benefit from such a program. These forms were later collected by the vocational technicians. It was also announced that there would be one vocational technician stationed at each of the two high schools available to aid and consult with teachers during this process.

Advisory Committee

After the referrals had been collected, an advisory committee meeting was called. This consisted of Dr. Howe, Dr. Uroff, Dr. Lee Hendricks (external evaluator for the project), Rick Cardoni (representing HSA), Jerry Kinzel (ROP), and Treva Honsberger and Mark Shelley (vocational technicians).

At this meeting, the basic outline and mechanics for the project were decided upon (see agenda and suggestions, page 28-30). Responsibilities for various parts of the in-service components were assigned and final selection of students was made. Results of this meeting are recorded in the informal minutes (pages 31-34).

The vocational technicians were utilized to facilitate all phases of the program. The implementation of the work sampling, in-service training, parent orientation, communications, physical arrangements, conferences and compilation of the final report became the responsibilities of the technicians.

Parent Orientation

Parents were initially notified of their son's/daughter's selection for participation in the project by telephone. A letter confirming their selection was mailed to them carrying the signature of the Director of Special Education (see page 35). It explained the program briefly and invited the parents to attend the orientation meeting on March 2, 1976.

That evening turned out to be cold and very rainy. Even so, sixty per cent of the parents attended (an agenda is included on page 36). The program was explained, the staff introduced and the goals stressed. A slide presentation was presented by Jerry Kinzel and Terry Dinneen, and several work samples were demonstrated. A timeline (page 37) was given to each parent which outlined the work sampling schedule and dates of conferences, evaluation and final reports.

Information release forms (see page 38) were passed out to the parents and their purpose explained. All parents attending completed the form. (It should be noted here that none of the parents of participating students refused to grant authorization for their child's participation in the project.)

A question-answer period followed. The main concern of the parents seemed to be follow-up and placement. It was made clear to them that time limitations might prevent on-the-job placement for every student, but that this project would serve as a starting point. Reaction to the orientation was almost totally positive, and with the exception of only a few isolated cases, parents were supportive of the project throughout.

Teacher Visitation of Facilities

Prior to the actual evaluation of students, the special education teachers and selected school counselors toured the ROP and HSA work evaluation units. The philosophy and history of each center was explained by its own staff, and teachers were able to do actual work samples in order to become familiar with the testing environment. A tour of all the ROP and County school facilities was included, taking in the vocational training areas, county offices, and the center for severely handicapped children.

Release time was provided for participating staff. Approximately 90% of the special education teachers participated. Car pool transportation was arranged. Other than comments about the distance to the facilities, teacher reaction was overwhelmingly positive.

Work Sampling of Students

Referrals of students in the experimental group were delivered to Jerry Kinzel at the ROP. He and the HSA determined that eleven of the thirty students were to be evaluated at the HSA due to the nature of their handicaps, and the remaining 19 would be tested at the ROP.

As originally agreed, the HSA provided transportation for wheelchair confined students. All other transportation was provided by the District, via school station wagon driven by the vocational technicians, or carry-all or bus driven by District transportation personnel. Some of the transportation arrangements proved to be very limiting regarding the actual time students spent per day in testing.

Each group of students was evaluated for five days, from three to four hours per day depending upon distance to facility and transportation arrangements. In all cases, the evaluating facility was able to gather enough information for a complete evaluation of each student. Students needing additional testing due to absence were transported for make-up sessions near the end of the project. The fact that there were two technicians working on the project made this possible.

The project technicians were also used by the ROP and HSA to assist the evaluators in administering and scoring work samples. This gave them, in addition to spending time enroute to facilities and at lunch, valuable information about each student and his/her potential which they shared with both parents and teachers.

The attendance office, counselors, work experience coordinators and all other teachers of students were notified of each student's absence while participating in the sampling (see page 39-40). Teachers were requested to allow for make-up work. No negative feedback in this area was received from either teachers or students.

Staffing and Manpower Presentation

On April 28, 1976, members of the ROP and HSA staff and teachers of participating students met for a "staffing" session. "Staffing" is the term used by these agencies to denote a detailed briefing of a teacher or counselor about an individual student. Each teacher was given the opportunity to ask questions regarding each of his/her students and discuss this in relation to classroom performance and behavior. The Director of Special Education and vocational technicians also participated in the staffing, which consumed the entire morning and early afternoon. Release time was made available, and 70% of the special education teachers took part.

In the afternoon, John Van Zant and Maribeth Potter, of the Dissemination Staff for a special project developing the California Manpower Management Information System (CMMIS) presented a basic outlook of the job market for high school graduates and explained the CMMIS. The system combines several federal and state resources and agencies to provide information on all jobs listed in the DOT in a simple yet comprehensive form. This information includes projected employment in the field, general education and specific training required for the job, data on physical demands and working conditions, along with a schedule of institutions in Ventura County which offer a particular kind of training for that job.

Teacher reaction to this presentation was enthusiastic, yet a need for more training in the use of these aids was expressed.

Student de-briefing

Approximately a month after testing was completed, final work evaluation reports were received from the evaluation units (see Appendices F and G for sample reports from each facility). Following the staffing of teachers, the vocational technician and the student, along with a combination of teacher, parent and/or counselor, reviewed the report and discussed educational and personal limitations with that student and possible areas of vocational exploration and training. The tone of the interview was to be positive and encouraging, yet honest and consistent with the evaluation.

These de-briefings were of much value with LD, DHH and VH students. However, with the OH and EMR students, it remains questionable if the intent of these interviews was perceived. It was also found that in some instances with the parents and/or teachers involved in the conferences, the discussion revolved around personal and educational problems not directly related to the evaluation procedure and vocational area (these problems are seen as important, but possibly over-emphasized or misplaced during the de-briefing session). The most productive interviews occurred when the technician met separately with the student and then the parent. Although this method was much more time consuming, interviews tended to be more honest and candid.

Parent Conferences

In most cases, parent conferences were held during or immediately following school hours. Twenty-one of the thirty students' parents attended personal conferences with the technicians. A copy of the evaluation report was given to the parents to read and keep, while the technician explained any questions that came up. Areas of discussion were primarily as follows:

Present educational status
Employment potential of the student
Nature and remediation of physical and/or educational limitation
Work, personal and social behavior
Immediate job/training possibilities
Vocational classes for next school year
Summer Job Survival Skills clinic (offered by Youth Employment Services)

Those parents who could not attend personal conferences were contacted by phone and sent a copy of the evaluation report. A cover letter inviting them to future conferences included phone numbers where the technicians could be reached.

Some of the conferences revealed personal and family problems of students and/or parents. Counseling was recommended in several instances. Most parents were quite pleased that their son/daughter had been selected for and participated in the evaluation and were anxious to utilize the results.

Follow-up

Due to time limitations, only a minimal amount of follow-up was accomplished. This was to include placement in on-the-job training (OJT), scheduling of vocational education classes for the next year (to be done by counselors and teachers) and placement in actual job situation. The following is a summary of completed follow-up as a direct result of the project:

Activity	Number of Students Involved
Enrollment in ROP (see Appendix H) and/or vocational education classes	10
Job Survival Skills program (see page 41 and Appendix I)	4
DR referrals	2
Speech therapy evaluation	1
Psychological re-evaluation	1
Hearing test (non-DHH student)	1
Special assistance in Completion of Employment Application	1
Volunteer Job Exploration	2

Many of the students continued in the District's on-going incentive-pay work experience program. Graduating seniors were given special attention regarding employment possibilities and opportunities.

Evaluation

Assessment of the program by students, parents and teachers was accomplished through the use of the feedback forms. Students and teachers were administered these questionnaires during school hours. Parents were mailed the forms, and a self-addressed envelope was included. Information from these forms is summarized in the Results and Conclusions section.

SIMI VALLEY UNIFIED SCHOOL DISTRICT
PROJECT ABSTRACT

Project Title: Career Placement by Work Sampling for the Handicapped

Funding Source: Vocational Education Amendments of 1968 - Part B

Duration: January 1976 - June 30, 1976

Project Director: Dr. Chester A. Howe, Director of Instructional Operations

Requested Funding: $33,263

Project Description:

The project will provide the Career Evaluation Assessment Services of the County R.O.P. facilities in Camarillo to assess the vocational potential of 30 moderate to severe physically and educationally handicapped students in grades 10 thru 12. A three hour orientation meeting, with the parents of target students, will be conducted to explain the goals, objectives and activities of the program.

Twelve hours of inservice training will be given to participating teachers, counselors and other appropriate school staff personnel on the goals, objectives and activities of the project and their roles.

Following assessment of the students (each student will receive 20 hours of assessment at the R.O.P. facilities) the results will be used to place students in ongoing district vocational educational programs. Where possible existing programs will be modified to accommodate the needs of handicapped students.

The project staff will consist of the following personnel:

1. Project Director
2. Vocational Technician
3. Part time clerk
4. External evaluator

In addition the following personnel will be closely involved with the implementation of the project: Mr. Stan Norton, Director of Special Services, Dr. Shayle Uroff, Director of Research, Mr. Van Zant, Ventura County Director of Occupational Education, and personnel from the R.O.P. Assessment facilities.

STUDENT PROFILE

CAREER EVALUATION PROGRAM

SCHOOL _____

LAST NAME	FIRST	INITIAL

STREET ADDRESS	CITY	ZIP CODE

TELEPHONE NUMBER	AGE	BIRTHDATE	SEX	SPANISH SPEAKING ONLY
		/ /		___ YES ___ NO

REFERRED BY:	GRADE
	9 ☐ 10 ☐ 11 ☐ 12 ☐ ☐

REASON FOR REFERRAL:

WORK HISTORY

JOB TITLE	JOB DUTIES	REASON FOR LEAVING

JOB TITLE	JOB DUTIES	REASON FOR LEAVING

DISABILITIES: (Include functional limitations, medication, etc.)

EDUCATIONAL-VOCATIONAL TESTING (Name & date of test, scores, etc.)
Please attach transcript if available

COMMENTS: (Include hobbies, interests, etc.) Use back of page if necessary

AGENDA
Advisory Meeting
Project "BH"
February 20, 1976

I. Proposed Calendar
   February - Screening and contact of parents
   March----- Work sampling, in-service training for parents and teachers
   April----- Evaluation and de-briefing, field trip and job placement
   May------- Write-up of project, evaluation of existing programs
   June------Printing and distribution of final report

II. Screening Procedures

III. Parents
   A. Contacting
   B. Pre-testing
   C. In-service training
   D. Post testing
   E. De-briefing

IV. Teacher In-service Training
   A. Orientation & pre-testing (2 hours)
   B. Observation of sampling (ROP & HSA, 5 hours)
   C. CMMIS (2 hours)
   D. Post-testing and evaluation (1 hour)
   E. Total remaining hours (4 hours)

V. Physical Details
   A. Transportation
   B. Lunches and ROP/HSA

VI. Criteria for Write-up

SUGGESTIONS FOR:

TEACHER IN-SERVICE TRAINING

1 hour - Orientation Meeting

4 hours - On-Location Training Observation - ROP, HSA (Monday)
2 hours - Evaluation of Student by ROP or HSA Evaluator (Friday)
2 hours - Manpower Presentation

1 hour - Tour of Adult Education Vocational Facilities Workshop
1 hour - Parent/Student Debriefing

1 hour - Post-test and Evaluation of Project

12 hours Total

PARENT IN-SERVICE TRAINING

1 hour - Orientation (to stress support and positive reinforcement of child)
1 hour - Student/Parent/Teacher/Technician Debriefing

1 hour - Post-testing and Evaluation of Project

3 hours Total

OPTIONAL: Observation at ROP/HSA of Sampling Procedures

PRE-SCREENING SUGGESTIONS FOR SAMPLING GROUP

Selections by Handicaps

Physical				Educational		
Visual	OH	DHH	Aphasic	LD	EMR	TMR
1	5	5	4	9	5	1

Selections by Grades

Tenth	Eleventh	Twelfth	Ungraded
18	7	4	1

Sample Group	Control Group
Aaron, Jere	Arius, Patricia
Acheronti, Fred	Austin, Robert
Bean, Greg	Boyd, Ersel
Buetow, Richard	Branch, Katie
Caputo, Michelle	Char, David
Christeson, Lorane	Ellis, Charles
Crowley, Tom	Evelyn, Kathy
Douglas, Diana	Forman, Susan
Eaton, Timothy	Hunneman, Royce
Esterman, Brian	Jackson, Kenneth
Freed, Sherri	Jenson, Leroy
Galuski, Arthur	Jepsen, George
Grap, Ed	Johnson, Ronald
Hallene, Wayne	Koerner, Kym
Hansen, Chris	Masterson, Jeanette
Hard, Kimberly	Lael, Randy
Jensen, Gary	Licker, Steve
Kenny, Matthew	Rein, Richard
Lee, Laura	Rodriguez, Joseph
Maulding, Gerald	Rossi, Lynn
Mostaz, Sharon	Salas, Cathy
Miller, Belinda	Schuler, Stephanie
Nobes, Lance	Sims, Paul
Ransom, Dan	Smith, Craig
Richards, Dale	Strong, George
Sanders, Scot	Ventola, Ken
Schwartz, Howard	Wilkinson, Bret
Ternosky, Marie	Williams, Richard
Weston, Steve	Winter, Michael
Young, William	Wolfson, Debbie

SIMI VALLEY UNIFIED SCHOOL DISTRICT

Minutes of the V.E.A. (B-H) staff meeting held February 20, 1976.

Present:

Dr. Shayle Uroff
Dr. Chester Howe
Dr. Lee Hendrixs
Mr. Jerry Kinzel
Ms. Treva Honsberger
Mr. Mark Shelly

Teacher In-Service Training

1) 1 hour - Orientation Meeting - 2/10/76

2) 4 hours - Pretesting and Visitation of ROP & HSA facilities
Testing instrument to be devised

3) 2 hours - Evaluation of students by ROP or HSA
Evaluator with teacher
Staffing

4) 2 hours - Manpower presentation by Jerry Kinzel
& - Placement - (Dr. Howe)
5) a) Adult Education
b) Moorpark College
c) VEA Programs
d) Available classes

6) 1 hour - Parent/Teacher debriefing

7) 1 hour - Post-test and evaluation of project

Parent In-Service Training

Introduction - (Stan Norton)
a) Student selection
b) Introduce staff
c) Explain why and how Simi was selected for project

1) Need (or purpose?) - Terry Lindeen
ROP/HSA facilities (how related to handicapped)
a) National
b) State
c) Local levels
d) Limitations of program (explain)
e) How work sampling relates to real work world

2) Objectives - Chet Howe
a) County
b) Local

3) Facilities
   ROP/HSA and Simi
   Services provided
   Slides

4) Evaluation Process
   Slides of Simi students to be used (If parents give permission?)

5) Follow-up
   Conferences with teachers
   Possible student placement

6) Time Line (To be developed)

Students

1) CPI pretest (plus)
2) Additional testing available (or necessary)
3) Work sampling
4) Conference with parents and teachers
5) Post-testing and evaluation by student
6) Recommendation for placement
   a) Work Experience (for work experience or on job training (pay or credit?)
   b) Adult Education
   c) Vocational Program
   d) Moorpark College

A Job Survival Kit is to be devised including information from:
(There is a film available either on rental or purchase basis)
   ROP (Regional Occupational Program
   HSA (Health Services Agency)
   YES (Youth Employemnt Services)
   Work Experience
Include application blanks, etc., that a student might need to know how to complete.
Booklets (get it together) available to be used in project

Each member of Advisory Committee to forward three points (questions or ideas) to Shayle Uroff for inclusion in pre- and post-testing.

Control Group

LD	Bean, Greg - Simi Valley High
LD	Boyd, Easel - Simi Valley High
TMR	Branch, Katie - Sequoia Junior High
OH	Caputo, Michelle - Simi Valley High
LD	Char, David-Royal High
EMR	Christenson, Lorane-Simi Valley High
D&HH	DiMambro, Teresa-Simi Valley High
LD	Dover, Edwin-Royal High
D&HH	Eaton, Timothy-Simi Valley High
LD	Ellis, Charles-Royal High
EMR	Esterman, Brian-Simi Valley High

LD	Evelyn, Kathy-Simi Valley High
EMR	Forman, Susan-Simi Valley High
Aphasic	Freed, Sherri-Royal High
Aphasic	Galuski, Arthur-Royal High
LD	Grap, Ed-Royal High
EMR	Jensen, Gary-Simi Valley High
LD	Johnson, Ronald-Simi Valley High
LD	Masterson, Jeanette-Royal High
OH	Miller, Belinda-Simi Valley High
D&HH	Nobes, Lance-Simi Valley High
Aphasic	Rein, Richard-Royal High
D&HH	Robinson, Del Ann-Simi Valley High
EMR	Rossi, Lynn-Simi Valley High
LD	Salas, Cathy-Royal High
EMR	Schuler, Stephanie-Simi Valley High
LD	Weston, Steve-Royal High
LD	Wilkinson, Bret-Simi Valley High
EMR	Wolfson, Debbie-Simi Valley High
LD	Young, William-Royal High

Project sample group

Royal/Sequoia

Aphasic	Smith, Craig - 10
Aphasic	Richards, Dale - 12
TMR	Mestaz, Sharon - NG
LD	Winter, Michael - 10
LD	Beebe, Donna - 10
LD	Sanders, Marilyn - 10
LD	Austin, Robert - 10
LD	Childers, Roy - 10
LD	Hoonsley, Dona - 10
LD	Smith, Debbie - 11
LD	Laughter, Ron - 11
LD	Jones, Sheila - 11
LD	Hansen, Chris - 11
LD	Hunneman, Royce - 11
Aphasic	Crowley, Tom - 11

Simi

OH	Lee, Laura - 10
OH	Ternoskey, Marie - 10
EMR	Jepsen, George - 11
EMR	Sims, Paul - 11
EMR	Schwartz, Howard - 10
EMR	Arias, Patricia - 10
EMR	Lael, Randy - 10
EMR	Kenny, Mathew - 10
EMR	Licker, Steve - 10
LD	Buetow, Richard - 10

LD	Douglas, Diana - 10
D&HH	Ransom, Don - 10
D&HH	Hard, Kimberely - 10
D&HH	Maulding, Jerry - 11
D&HH	Moore, Rebecca - 11

Simi Valley Unified School District

875 EAST COCHRAN STREET, SIMI VALLEY, CALIFORNIA 93065 (805) 526-0200

SUPERINTENDENT
JOHN W. DUNCAN, ED. D.

INSTRUCTIONAL SERVICES
ASSISTANT SUPERINTENDENT
ALLAN W. JACOBS, ED. D.

BOARD OF EDUCATION
LEWIS ROTH, . . . PRESIDENT
SANDRA BINNS, ... CLERK
KENNETH ASHTON, . MEMBER
STEPHEN HOOS, . . . MEMBER
FREDERICK RIEGS, . MEMBER

February 26, 1976

Dear

Your son, Howard, has been selected to participate in a work sampling "pilot" project.

We would like to invite you to attend an orientation meeting to be held at 7:30 p.m. on Tuesday, March 2, in Royal High School's Career Guidance Center. At that time we will explain the project more fully. Personnel from the Regional Occupational Program and Health Services Agency will be here to demonstrate some of the work samples and to answer any questions you might have.

It is our hope that if this project is successful, it may be expanded next year so that more of our special education students may participate.

We look forward to meeting with you on Tuesday evening.

Sincerely,

Stan Norton
Director of Special Education

SN:ch

SIMI VALLEY UNIFIED SCHOOL DISTRICT

Parent Orientation

Career Guidance Center

March 2, 1976

7:30 P.M.

INTRODUCTION: Stan Norton, Director of Special Education

A. Student Selection
B. Introduction of Staff
C. How and why Simi was selected for Project

PURPOSE: Terry Dinneen, Work Evaluation Supervisor, Health Services Agency and Jerry Kinzell, Occupational Counselor, R.O.P.

A. Regional Occupational Program & Health Services Agency Facilities - Relationship to Special Education Students
B. Explanation of National, State & Local levels
C. Limitations of program
D. How Work Sampling relates to actual work world

OBJECTIVES: Dr. Chet Howe, Director of Instructional Operations

A. Countywide objectives
B. Local programs

PROJECT TIME LINE: Mark Shelley & Treva Honsberger, Vocational Technicians

A. Time line
B. Invitation to parents to visit facilities
C. Parent authorization forms

WORK SAMPLING EXHIBIT

PROJECT TIMELINE

I. WORK SAMPLING AND EVALUATION
3/8 - 3/12

Laura Lee, SVHS
Marie Ternosky, SVHS
Craig Smith, Royal
Marilyn Sanders, Royal
Dale Richards, Royal
Sharon Mestaz, Sequoia — Health Services Agency
Royce Hunneman, Royal
Sherri Freed, Royal
Kim Hard, SVHS
Jerry Maulding, SVHS
Tim Eaton, SVHS

3/15 - 3/19

Kathy Evelyn, SVHS
Diana Douglas, SVHS
Patricia Arius, SVHS — R.O.P. Center
Dan Ransom, SVHS
Randy Lael, SVHS

3/22 - 3/26

Michael Winters, Royal
Donna Beebe, Royal
Robert Austin, Royal — R.O.P. Center
Roy Childers, Royal
Dena Hounsley, Royal

3/29 - 4/2

George Jepsen, SVHS
Paul Sims, SVHS
Howard Schwartz, SVHS — R.O.P. Center
Matthew Kenny, SVHS
Steve Licker, SVHS

4/5 - 4/9

Debbie Smith, Royal
Ron Laughter, Royal — R.O.P. Center
Sheila Jones, Royal
Chris Hansen, Royal

II. PARENT/TEACHER CONFERENCES
4/19 - 5/7

III. POSTTESTING AND EVALUATION
5/10 - 5/14

IV. FINAL REPORTS
5/17 - 6/4

SIMI VALLEY UNIFIED SCHOOL DISTRICT
Pupil Personnel Services
875 E. Cochran St.
Simi Valley, Ca. 93065

AUTHORIZATION FOR RELEASE OF INFORMATION
Non-School Agency

I hereby request and authorize the SIMI VALLEY UNIFIED SCHOOL DISTRICT to release Educational & Health Records, & Photographs regarding _____ to Ventura County Superintendent of Schools Office and County of Ventura Health Services Agency.

It is understood and agreed that the authorized institution or individual will not permit any other party to have access to such information without the written consent of the student's parent or the adult student.

_____ _____
witness signature of parent or guardian

_____ _____
date relationship

* * * *

Date_____

ROYAL HIGH SCHOOL

To the teachers of _____

The above named student will be participating in a special vocational educational program during the week of _____.

He/she will be taking part in a work sampling program at either the Regional Occupational Program facility or the Health Services Agency in Ventura. The work sampling is designed to help him better evaluate future employment possibilities.

We would like to request that this student be permitted to make up any work missed during this week, either prior to or following his actual absence. We definitely would like to prevent his falling behind in regular school work while taking part in this program.

If you have any questions or would like more information, please call either his Special Education teacher, _____ or me. I'm in the CGC.

Thank you for your cooperation.

_____
Vocational Technician

Royal High School

Memo to Royal High School Counselors

From: Treva Honsberger, Vocational Technician, VEA Project "BH"

I thought you might like an idea of what "Project BH" is all about. It's a federally funded project whose goal is vocational placement of Special Ed students: possible job placement, vocational classes, ROP programs, college or trade school if advantageous, etc.

This is to be accomplished by work sampling at either the ROP center in Oxnard or the Health Services Agency located in the hospital in Ventura. Each of the thirty Special Ed kids involved in this project will receive twenty hours of work sampling and career counseling. They will be absent from classes for five days (per attached schedule). We will go with them on the bus, stay with them during the work sampling, take them to lunch and return with them. This will all occur within the normal school day hours. I will send notes to their other teachers to inform them of the reason for their absences and to request make-up work.

At the end of the sampling there will be a conference with the parents, Special Ed teacher and each child to go over the results.

An orientation for parents was held last night and we had a little better than 50 per cent response. Most parents seemed very supportive. We are taking the Special Ed teachers Friday to visit both facilities, and will begin the actual work sampling on Monday.

Please get in touch if you have any questions, suggestions or information that you think we should have. I will be in the career center when I am on campus. I apologize for not doing this sooner - there simply has not been enough time.

SIMI VALLEY HIGH SCHOOL

HOME OF THE PIONEERS

ROBERT J. JACOB PRINCIPAL

June 3, 1976

Dear ,

Remember us talking about a Job Survival Skills workshop? Well, here are the details:

The Youth Employment Service (Y.E.S.) of Simi Valley is sponsoring it, and what it is meant to do is aquaint you with how to find a job, how to present yourself in an interview, how to fill out job applications, how to make out your resume, how to get along with supervisors and co-workers, and just generally orient you to the world of work. Some of the ways they do this is by using a video-tape machine, so you can can actually see yourself in an interview situation, and 'role-playing', which is acting out actual job situations.

This workshop will be offered the week after school's out, June 21-25, from 9 - 11 am. This will give you plenty of time to get out and put what you learn to work and find a job!

If you want to go, and I really think you would get alot from it, call the Youth Employment Service at 522-HIRE, and they will put your name on the list and tell you where its going to take place. I really hope you'll go, and if there is anything more I can do to help, let me know.

Happy Job Hunting!

Sincerely,

Mark Shelley

Mark Shelley, Vocational Technician

P.S.-Show this letter to your parents and ask them what they think. They might even let you out of washing the dishes or mowing the lawn if you decide to go!

8400 COCHRAN, SIMI VALLEY, CALIF. 93063 PHONE 526-0810

Results and Conclusions

Due to the nature of the project, results, in their various modes, were difficult to interpret and in some cases it was necessary to base conclusions upon direct observations in combination with test and evaluative data. The analysis of the following results are thus interpreted.

Outcome of Measurable Performance Objectives

1. Teacher In-service Training

Over 12 hours of in-service training was provided for teachers in connection with this project. Time allotment was as follows:

2 hours - Initial Orientation (2/10/76)
5 hours - Visitation of Facilities (3/5/76)
4 hours - Staffing Session (4/28/76)
2 hours - Manpower Presentation (4/28/76)
1/2-3 hours - Parent Conferences

Approximately 70% of the special education teachers were actively involved in the activities throughout the entirety of the project. The remaining teachers attended at least seven hours of the in-service component.

2. Parent Participation

60 per cent of the parents attended the initial orientation program, while 65 per cent attended conferences to discuss the results of the work evaluation. Although this did not meet the objective of 75 per cent participation, to have two out of three parents attend a session to discuss the vocational potential and plans for their child was considered both significant and respectable.

3. Student Evaluation

Two students dropped out of the program due to previous commitments, and one of those vacancies was filled. Twenty-nine students were finally evaluated, and the written evaluation reports were distributed to appropriate school personnel.

Pre-tests/post-tests sets were collected on 80 per cent of the participating students. The more severely involved handicapped students were unable to complete one inventory or the other. Results of the CPI pre-test/post-test are summarized in Table 2 (page 45). The limitations of the test instrument have already been described. No drastically significant differences were observed, yet several trends are alluded to:

a. The experimental group changed their expressed interests more than did the control. This may indicate that exposure to the work sampling made the experimental group more aware of vocational opportunities.

b. More certainty as to the experimental group's interests are revealed. Combined with the greater number of changes in this group, it could indicate a more realistic view of their vocational outlook.

c. No significant differences are observed in either changes in or certainty of aptitudes between the two groups. This may be a possible indication that the students did not understand the concept of "aptitudes" and/or the purpose of the sampling.

d. The changes in types of training for the experimental group, besides being greater, were almost exclusively a switch from an academic to a vocational type of preparation, such as apprenticeships or trade schools. Although it must be admitted that the work sampling was geared around benchwork, clerical and industrial occupations, yet the fact that over half the experimental group indicated a change of this type could possibly

CPI Pre-test/Post-test Summary of Results

Variable	Experimental	Control
Interests - (Question C.)		
No change -	14%	40%
1 change -	72%	35%
2 changes -	14%	20%
Certainty of Interests (D.)		
No change -	32%	35%
More certain -	41%	30%
Less certain -	27%	35%
Aptitudes (E.)		
No change -	9%	5%
1 change -	41%	65%
2 changes -	50%	30%
Certainty of Aptitudes (F.)		
No change -	32%	40%
More certain -	45%	40%
Less certain -	23%	20%
Future Plans (H.)		
No change -	27%	30%
More training -	14%	20%
Less training -	5%	15%
Change in type of training -	54%	35%
Educational and Career Planning (L.)		
No change -	41%	60%
Need less help -	45%	20%
Need more help -	14%	20%
Occupational Choices (O.)		
No change -	19%	20%
1 change -	27%	35%
2 changes -	54%	45%

Table 2

be indicative of a realization of their abilities and possibilities for success in such an area.

A look at the summary of post-test results regarding certainty of interests, aptitudes, and career planning (Table 3, page 47) reveals no significant differences between groups relating to interests and aptitudes. The experimental group, however, indicates more certainty in educational and career planning. This could be partially due to the effects of the project.

It is to be taken into consideration that many, maybe even most, of the changes gauged by the CPI are a result of vocational maturity, which is closely linked with social and personal maturity. It is evident, then, in dealing with a handicapped population, that these areas would lag behind those of regular students. The intent of this project was to aid in the development of that vocational maturity. Direct observation of the student's behavior and reaction pointed out two areas in which the experimental group benefited as a direct result of the project:

1) Many of the students gained a sense of increased self-worth in that they were able to do things they had not seen themselves capable of previously, and 2) their vocational horizons were significantly broadened from their exposure to many new areas of work. These were seen in both their behavior and conversation, and is not always apparent in the results from the CPI or even in the feedback forms.

4. Student Placement

Due to time limitations, only limited placement was accomplished. Thirty per cent of the experimental group had been

Student Attitudinal Summary -- Post-test (CPI)

Variable	Experimental	Control
Certainty of Interests		
Certain -	32%	25%
Fairly sure -	45%	50%
A little uncertain -	19%	15%
Very uncertain -	4%	10%
Certainty of Aptitudes		
Certain -	32%	15%
Fairly sure -	41%	55%
A little uncertain -	27%	30%
Very uncertain -	0%	0%
Educational and Career Planning		
Need considerable help -	14%	5%
Need additional help -	32%	65%
Need no help -	46%	30%

Table 3

signed up for ROP classes as of the end of school, four students attended a summer Job Survival Skills program, and two were involved in volunteer job exploration (one as a candy-striper and one in a horticultural nursery). The information has been forwarded to teachers and counselors, so further placement may take place next fall.

Teacher Feedback

Results from the teacher feedback forms are summarized in Table 4 (page 50-51). Generally, teachers seemed to be in favor of the program and were actively involved. Many of the shortcomings of the project noted by the technicians (e.g., time limitation, problem of project orientation, etc.) were also pointed out by the teachers. These suggestions will prove valuable in revising and improving the program.

Table 4

Summary of Results

TEACHER FEEDBACK*

Work Sampling for Handicapped Students

Please comment on the following areas of the project:

1. Selection of students for Sampling -

   Teachers wish to either select or prioritize students for participation (80%).
   Random sampling not well received.

2. Scheduling of students for Sampling -

   Majority reported *"Good"* or *"Good under circumstances."* (90%)
   One commented they should not miss so much class. (10%)

3. In-service orientation (Mar. 5) -

   Good or excellent (40%).
   Disorganized but informative (10%).
   Disorganized (10%).
   Not long enough (10%).
   Unnecessary (20%).
   No response (10%).

4. ROP & County Hospital facilities -

   Good, excellent or adequate (80%).
   Better units available elsewhere (10%).
   Do not have facilities for more severely handicapped (10%).

5. In-service staffing -

   Good or excellent (30%).
   Need more individualized meetings & discussion (30%).
   Did not attend (40%).

6. Written Reports of results -

   Excellent, good, thorough and realistic (70%).
   Average (30%)
   Comments: *"perhaps difficult for parents to read."*
   "should be written less clinically."

7. Debriefing of students -

   Good (30%).
   Time available had limiting effect (10%).
   EMR students did not understand what was taking place (20%).
   Should be done by ROP or HSA staff (20%).
   No response (20%).

62

*100% response

8. Parent conferences -

Informative, good (30%).
Did not participate (40%).
Inadequate (10%).
No response (20%).

9. Vocational Technicians -

Helpful, well-informed, excellent, willing, reliable (70%)
Limited background and experience (10%).
No response (20%)

10. Student benefits of program -

Difficult to determine at this point, some benefit (40%).
Important in planning vocational training, good experience (30%).
No response (30%).

Comments:

"For many it was a start of their thinking about jobs in the future. Each student enjoyed the individual attention. Some would have benefitted more next semester when more ready and more mature."

"These students need professional career guidance counseling to assist them after sampling, otherwise I fear that they will think the program is of no benefit."

Parent Feedback

Response to the mailed feedback questionnaires for this group was only 25 per cent, which was disappointing. Only parents and students in the experimental group were given the forms. Parents who responded felt that the program was "somewhat effective" in relationship to how their child viewed himself and the program. The orientation was seen as informative, and the parent conferences were very informative. Comments received indicated a concern for both the quality and continuation of the program. It is safe then to conclude that this project met with significant parental support.

Table 5

Summary of Results*

PARENT FEEDBACK

Work Sampling for Handicapped Students

1. How effective do you think this program was in relation to:

   a. Your child's positive view of himself/herself?

   43% very effective 43% somewhat effective

   14% slightly effective ☐ ineffective ☐ don't know

   b. Your child's awareness of his/her actual abilities?

   ☐ very effective 86% somewhat effective

   14% slightly effective ☐ ineffective ☐ don't know

   c. Your child's awareness of different possible work areas in which he/she can be successfully involved?

   43% very effective 43% somewhat effective

   14% slightly effective ☐ ineffective ☐ don't know

   d. Making the possibility of meaningful work more a reality for your child?

   ☐ very effective 86% somewhat effective

   14% slightly effective ☐ ineffective ☐ don't know

2. How effective does your child think this program was?

   14% very effective 72% somewhat effective

   14% slightly effective ☐ ineffective ☐ don't know

3. How informative was the initial program orientation for you?

   29% very informative 29% somewhat informative

   ☐ slightly informative ☐ not informative 42% didn't attend

4. How informative was the conference discussing the results of the evaluation?

   72% very informative 14% somewhat informative

   14% slightly ☐ not informative ☐ didn't attend

5. Observations and comments (We would welcome any suggestions for improving the program, assuming that it will be possible to continue next year.)

   "The people who give the test must realize they are dealing with high school kids and not adults who have worked and now need rehabilitation."

   "Every student should have the option of going through a program of this type if he/she is in doubt of their ability."

* 25 per cent response

Student Feedback

Response from students in many cases was somewhat ambiguous. It is felt that many of the students who responded did not understand the significance of the form. Even so, the largest response to each question was a positive response to their experience. Some of their comments will also be helpful in improving the program.

Table 6

Summary of Results

STUDENT FEEDBACK*

Now that you have finished the work sampling and seen the results, we would like to know what you thought of the program. Please tell us honestly how you feel about it, and if you have any suggestions as to how it could be improved, include them under "Comments." Thank you for your time and patience. If we are able to continue next year, please come by and see us. We'd like to know how you're doing.

1. What did the work sampling tell you about yourself that you didn't already know?

   I'm a good worker; good with my hands; more abilities than I knew (34%).
   Caught on easy (10%).
   Learned nothing more (24%).
   No response (14%).

2. What did you like and/or dislike about the work sampling?

Likes:	Dislikes:
Most or all of it (31%).	*Difficulty of tasks (10%).*
A particular work sample or activity (24%).	*Too short timewise (10%).*
Getting out of school (4%).	*Food was bad (10%).*
Staff (4%).	*Didn't like any of it too much (4%).*

3. Is there a better way to schedule the sampling? If so, choose one of the following, or give us your ideas:

a)	One week, four hours per day	58%
b)	Two weeks, two hours per day	4%
c)	Four weeks, one period per day	8%
d)	After school	14%
e)	Other Entire semester	4%
	One week, six hours per day	4%

4. How do you plan to use what you have learned about yourself?

   Try and get a job (37%).
   Work better (4%).
   Look at myself differently (4%).
   Don't know (14%).
   Learned nothing (4%).
   No response (17%).

5. How could we improve the work sampling?

   No change needed (17%).
   Job placement (8%).
   More work samples (17%).
   Harder tasks (4%).
   Hold after school (4%).
   Improve lunches (8%).
   Don't know (10%).
   No response (21%).

*85% response. Some students made more than one comment under each question.

(continued)

6. How else could we have been of help to you?

More personal counseling (8%).
Get jobs (10%).
Satisfied with amount of help (17%).
More work samples (4%).
Better food (4%).
Don't know (14%).
No response (27%).

7. Comments:

Transportation (to HSA) was awful.
I got a chance to try working machines I had never worked before.
Try to keep program going so other people can use it.
Should be at school in Simi. It's a waste of time traveling to Ventura.

Limitations

Generalizability of Results

Because of the cross-section of handicaps involved in the sampling, it is difficult to generalize any of the findings to special education students as a whole or to a particular program within special education. Observation and analysis of the individuals sampled leads to the preliminary conclusion that this type of procedure is of most immediate benefit to the following groups in rank order:

Learning Disability
Visually Handicapped
Aphasic
Deaf and Hard of Hearing
Orthopedically Handicapped
TMR
EMR

Special procedures for each handicap, however, would increase the benefit to the students and lend to a more accurate assessment of the results.

Time and Distance

The major limitation of this project was undoubtedly the brevity of its duration due to lateness of funding. Originally scheduled to begin when school commenced, the project did not get underway until mid-February, and at that time no specific plans had been arrived at. This affected several crucial areas.

The selection of students took place over two weeks. Unfortunately, the willingness of students to participate was not investigated, requiring numerous substitutions in the original sample and many scheduling difficulties.

Transportation was another problem area. The trip to Ventura and back is 65 miles, and the journey to Camarillo is 50 miles round trip. This caused approximately three to four hours of evaluation to be missed each week. Thus, for efficiency, the work sampling of students was accomplished in a continuous five week period. Staffing, reports and conferences followed as quickly as possible. Even so, some nine or ten weeks elapsed between the evaluation and de-briefing for those who were tested near the beginning. More immediate feedback, it is felt, would have strengthened the impact of the sampling on the students.

Due to shortness of time again, the staffing had to be held in one day. This required many teachers to listen to all evaluations rather than just that of their own students. Individualized staffings with teachers can be a key to proper follow-up.

Time for follow-up with the students was almost non-existent. Exploration of their interests and jobs relating to their aptitudes is as vital as the evaluation itself. More individual attention with each student after the evaluation might help crystallize the experience and motivate him/her to explore different possibilities.

Uniqueness of Project

It was apparent from the start that very few of the people involved in the implementation of the project were familiar with the work sampling process. This raised some unique problems, which were exaggerated by the time limitation.

The project technicians came into the project "cold turkey," knowing nothing about work sampling. Both had some experience in career guidance and counseling, which was a great asset. A brief visit to each of the evaluation units was the extent of their orientation prior to the actual sampling of students. This made it difficult to distribute detailed information to teachers, parents and students at the beginning of the project. Much was learned in the actual sampling process, and they were able to put this knowledge to work in the student de-briefings and parent conferences.

Neither of the evaluation facilities had been extensively involved with high school students prior to this project. This was seen in some of the reports and the difficulty each facility had in orienting the students. As a first attempt at adapting a vocational rehabilitation procedure to an educational setting and population, much was learned and will be valuable in further evaluation experiences. Both parents and teachers were aware of this weakness (see Table 5, item 6 and Table 4, item 5). Revisions in the procedures will need to be made should the program continue.

Despite all the limitations, the project proceeded smoothly and efficiently, with significant and observable results being accrued.

Recommendations

Involvement of Related School Personnel

The involvement of Career Guidance Technicians (in the Career Centers), Vocational Counselors, Vocational Education Teachers and School Psychologists, acting in their areas of expertise would add great dimension and depth to the program. Their inclusion in orientation and in-service activities would raise their awareness and provide solutions to many of the limitations cited, particularly in the area of follow-up. Counselors, particularly, would be a great asset to the students if involved in this procedure.

Immediate Feedback from Evaluation

The time lapse between the actual work sampling evaluation and the student de-briefings tended to have a dampening effect on their initial budding enthusiasm about the world of work and careers. Two things might help this cooling effect: First, more counseling during the evaluation by the evaluation staff would help give the students immediate direction and motivation. This may involve more time per evaluation, but is seen as vital to the process. If a student was also able to read his evaluation a week after his evaluation, then the follow-up could start and enthusiasm would be maintained.

Additional Areas for Guidance

Many of the students in the handicapped population have personal problems (family, behavior, psychological) that must be dealt with before any meaningful vocational decision making can take place. Either counseling by school counselors and psychologists or referrals to other sources needs to be included in a career placement program for the handicapped.

Additional vocational counseling is also indicated. Directed exploration of expressed interests and information of jobs available should be made available to these students.

A recommendation which came up frequently in the reports was assertive training or confidence-building of some nature. As most of these students would not be able to participate in a regular training program of this sort (due to their already low self concept), it would be beneficial to develop a pre-assertiveness training program for this group, possibly led by a handicapped facilitator, to boost their feelings of self-worth and ability to succeed in social and work relationships.

The Job Survival Skills program offered by ROP would be excellent for these students if geared down to their level. Most of them have never been exposed to work situations or have even applied for a job. This workshop could be offered during school hours and would be of immense value to these students.

Evaluation of Vocational Education Programs

In an effort to place these students into vocational training programs, the present vocational education programs, including the individual junior high and high schools, Adult Education and ROP should be evaluated as to their feasibility for placing special education students into them and their chances of success on the job after such training is completed. A comprehensive list could also be compiled of post-diploma training institutes which would accept special students, their fields and duration of training and cost, to be used in directing graduating seniors. A list of local employers willing to employ such students could also be obtained, and possible work experience stations set up in these locations.

Expansion and Continuation of Program

Since observable benefits to students have resulted from this project, and as there is no other program available for vocational evaluation and guidance for special education students, it is recommended that the program continue next year, expanding its services to 60 more students including ninth graders, and following up on students evaluated during this project's duration. If possible, the above recommendations should be included, as this would provide a comprehensive career guidance program for these handicapped high school students, enabling them to find a meaningful place in the world of work.

Appendix A

Explanation of Relationships within
Data, People and Things Hierarchies
and
Worker Trait Relationships

from
Dictionary of Occupational Titles
1965
Volume II
Occupational Classification
and
Industry Index
Third Edition
pages 649-656

APPENDIX A

Explanation of Relationships Within Data, People, Things Hierarchies

Much of the information in this edition of the Dictionary is based on the premise that every job requires a worker to function in relation to Data, People, and Things, in varying degrees. These relationships are identified and explained below. They appear in the form of three hierarchies arranged in each instance from the relatively simple to the complex in such a manner that each successive relationship includes those that are simpler and excludes the more complex.[1] The identifications attached to these relationships are referred to as worker functions, and provide standard terminology for use in summarizing exactly what a worker does on the job by means of one or more meaningful verbs.

A job's relationship to Data, People, and Things can be expressed in terms of the highest appropriate function in each hierarchy to which the worker has an occupationally significant relationship, and these functions taken together indicate the total level of complexity at which he must perform. The last three digits of the occupational code numbers in the Dictionary reflect significant relationships to Data, People, and Things, respectively.[2] These last three digits express a job's relationship to Data, People, and Things by identifying the highest appropriate function in each hierarchy to which the job requires the worker to have a significant relationship, as reflected by the following table:

DATA (4th digit)	PEOPLE (5th digit)	THINGS (6th digit)
0 Synthesizing	0 Mentoring	0 Setting-Up
1 Coordinating	1 Negotiating	1 Precision Working
2 Analyzing	2 Instructing	2 Operating-Controlling
3 Compiling	3 Supervising	3 Driving-Operating
4 Computing	4 Diverting	4 Manipulating
5 Copying	5 Persuading	5 Tending
6 Comparing	6 Speaking-Signaling	6 Feeding-Offbearing
7 } No significant relationship	7 Serving	7 Handling
8 }	8 No significant relationship	8 No significant relationship

DATA: Information, knowledge, and conceptions, related to data, people, or things, obtained by observation, investigation, interpretation, visualization, mental creation; incapable of being touched; written data take the form of numbers, words, symbols; other data are ideas, concepts, oral verbalization.

0 **Synthesizing:** Integrating analyses of data to discover facts and/or develop knowledge concepts or interpretations.

1 **Coordinating:** Determining time, place, and sequence of operations or action to be taken on the basis of analysis of data; executing determinations and/or reporting on events.

2 **Analyzing:** Examining and evaluating data. Presenting alternative actions in relation to the evaluation is frequently involved.

3 **Compiling:** Gathering, collating, or classifying information about data, people, or things. Reporting and/or carrying out a prescribed action in relation to the information is frequently involved.

4 **Computing:** Performing arithmetic operations and reporting on and/or carrying out a prescribed action in relation to them. Does not include counting.

5 **Copying:** Transcribing, entering, or posting data.

6 **Comparing:** Judging the readily observable functional, structural, or compositional characteristics (whether similar to or divergent from obvious standards) of data, people, or things.

PEOPLE: Human beings; also animals dealt with on an individual basis as if they were human.

0 **Mentoring:** Dealing with individuals in terms of their total personality in order to advise, counsel, and/or guide them with regard to problems that may be resolved by legal, scientific, clinical, spiritual, and/or other professional principles.

[1] As each of the relationships to People represents a wide range of complexity, resulting in considerable overlap among occupations, their arrangement is somewhat arbitrary and can be considered a hierarchy only in the most general sense.

[2] Only those relationships which are occupationally significant in terms of the requirements of the job are reflected in the code numbers. The incidental relationships which every worker has to Data, People, and Things, but which do not seriously affect successful performance of the essential duties of the job, are not reflected.

1 **Negotiating:** Exchanging ideas, information, and opinions with others to formulate policies and programs and/or arrive jointly at decisions, conclusions, or solutions.

2 **Instructing:** Teaching subject matter to others, or training others (including animals) through explanation, demonstration, and supervised practice; or making recommendations on the basis of technical disciplines.

3 **Supervising:** Determining or interpreting work procedures for a group of workers, assigning specific duties to them, maintaining harmonious relations among them, and promoting efficiency.

4 **Diverting:** Amusing others.

5 **Persuading:** Influencing others in favor of a product, service, or point of view.

6 **Speaking-Signaling:** Talking with and/or signaling people to convey or exchange information. Includes giving assignments and/or directions to helpers or assistants.

7 **Serving:** Attending to the needs or requests of people or animals or the expressed or implicit wishes of people. Immediate response is involved.

THINGS: Inanimate objects as distinguished from human beings; substances or materials; machines, tools, equipment; products. A thing is tangible and has shape, form, and other physical characteristics.

0 **Setting Up:** Adjusting machines or equipment by replacing or altering tools, jigs, fixtures, and attachments to prepare them to perform their functions, change their performance, or restore their proper functioning if they break down. Workers who set up one or a number of machines for other workers or who set up and personally operate a variety of machines are included here.

1 **Precision Working:** Using body members and/or tools or work aids to work, move, guide, or place objects or materials in situations where ultimate responsibility for the attainment of standards occurs and selection of appropriate tools, objects, or materials, and the adjustment of the tool to the task require exercise of considerable judgment.

2 **Operating-Controlling:** Starting, stopping, controlling, and adjusting the progress of machines or equipment designed to fabricate and/or process objects or materials. Operating machines involves setting up the machine and adjusting the machine or material as the work progresses. Controlling equipment involves observing gages, dials, etc., and turning valves and other devices to control such factors as temperature, pressure, flow of liquids, speed of pumps, and reactions of materials. Setup involves several variables and adjustment is more frequent than in tending.

3 **Driving-Operating:** Starting, stopping, and controlling the actions of machines or equipment for which a course must be steered, or which must be guided, in order to fabricate, process, and/or move things or people. Involves such activities as observing gages and dials; estimating distances and determining speed and direction of other objects; turning cranks and wheels; pushing clutches or brakes; and pushing or pulling gear lifts or levers. Includes such machines as cranes, conveyor systems, tractors, furnace charging machines, paving machines and hoisting machines. Excludes manually powered machines, such as handtrucks and dollies, and power assisted machines, such as electric wheelbarrows and handtrucks.

4 **Manipulating:** Using body members, tools, or special devices to work, move, guide, or place objects or materials. Involves some latitude for judgment with regard to precision attained and selecting appropriate tool, object, or material, although this is readily manifest.

5 **Tending:** Starting, stopping, and observing the functioning of machines and equipment. Involves adjusting materials or controls of the machine, such as changing guides, adjusting timers and temperature gages, turning valves to allow flow of materials, and flipping switches in response to lights. Little judgment is involved in making these adjustments.

6 **Feeding-Offbearing:** Inserting, throwing, dumping, or placing materials in or removing them from machines or equipment which are automatic or tended or operated by other workers.

7 **Handling:** Using body members, handtools, and/or special devices to work, move, or carry objects or materials. Involves little or no latitude for judgment with regard to attainment of standards or in selecting appropriate tool, object, or material.

NOTE: Included in the concept of Feeding-Offbearing, Tending, Operating-Controlling, and Setting Up, is the situation in which the worker is actually part of the setup of the machine, either as the holder and guider of the material or holder and guider of the tool.

APPENDIX B

Explanation of Worker Trait Components

Those abilities, personal traits, and individual characteristics required of a worker in order to achieve average successful job performance are referred to as worker traits. Occupational information presented in volumes I and II is based in part on analysis of required worker traits in terms of the six distinct worker trait components described in this appendix. These six components have been selected for this purpose because they provide the broadest and yet most comprehensive framework for the effective presentation of worker trait information. Within this framework the user will find data concerning the requirements of jobs for: (1) The amount of general educational development and specific vocational preparation a worker must have, (2) the specific capacities and abilities required of him in order to learn or perform certain tasks or duties, (3) preferences for certain types of work activities or experiences considered necessary for job success, (4) types of occupational situations to which an individual must adjust, (5) physical activities required in work situations, and (6) physical surroundings prevalent in jobs.

Information reflecting significant worker trait requirements is contained, explicitly or by implication, in the job definitions in volume I. In the Worker Traits Arrangement in volume II, the qualifications profile for each worker trait group shows the range of required traits and/or levels of traits for the first five of these components. Numbers or letters are used to identify each specific trait and level. In this appendix, these identifying numbers and letters appear in italics.

The worker trait components are:

I. Training time (general educational development, specific vocational preparation)
II. Aptitudes
III. Interests
IV. Temperaments
V. Physical demands
VI. Working conditions [1]

I. Training Time

The amount of general educational development and specific vocational preparation required for a worker to acquire the knowledge and abilities necessary for average performance in a particular job.

General Educational Development: This embraces those aspects of education (formal and informal) which contribute to the worker's (a) reasoning development and ability to follow instructions, and (b) acquisition of "tool" knowledges, such as language and mathematical skills. It is education of a general nature which does not have a recognized, fairly specific, occupational objective. Ordinarily such education is obtained in elementary school, high school, or college. It also derives from experience and individual study.

[1] Working conditions were recorded as part of each job analysis, and are reflected, when appropriate, in job definitions in volume I. However, because they did not contribute to the homogeneity of worker trait groups, they do not appear as a component in the Worker Traits Arrangement.

The following is a table explaining the various levels of general educational development.

GENERAL EDUCATIONAL DEVELOPMENT

Level	Reasoning Development	Mathematical Development	Language Development
6	Apply principles of logical or scientific thinking to a wide range of intellectual and practical problems. Deal with nonverbal symbolism (formulas, scientific equations, graphs, musical notes, etc.) in its most difficult phases. Deal with a variety of abstract and concrete variables. Apprehend the most abstruse classes of concepts.	Apply knowledge of advanced mathematical and statistical techniques such as differential and integral calculus, factor analysis, and probability determination, or work with a wide variety of theoretical mathematical concepts and make original applications of mathematical procedures, as in empirical and differential equations.	Comprehension and expression of a level to —Report, write, or edit articles for such publications as newspapers, magazines, and technical or scientific journals. Prepare and draw up deeds, leases, wills, mortgages, and contracts. —Prepare and deliver lectures on politics, economics, education, or science. —Interview, counsel, or advise such people as students, clients, or patients, in such matters as welfare eligibility, vocational rehabilitation, mental hygeine, or marital relations. —Evaluate engineering technical data to design buildings and bridges.
5	Apply principles of logical or scientific thinking to define problems, collect data, establish facts, and draw valid conclusions. Interpret an extensive variety of technical instructions, in books, manuals, and mathematical or diagrammatic form. Deal with several abstract and concrete variables.		
4	Apply principles of rational systems [1] to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Interpret a variety of instructions furnished in written, oral, diagrammatic, or schedule form.	Perform ordinary arithmetic, algebraic, and geometric procedures in standard, practical applications.	Comprehension and expression of a level to —Transcribe dictation, make appointments for executive and handle his personal mail, interview and screen people wishing to speak to him, and write routine correspondence on own initiative. —Interview job applicants to determine work best suited for their abilities and experience, and contact employers to interest them in services of agency. —Interpret technical manuals as well as drawings and specifications, such as layouts, blueprints, and schematics.
3	Apply common sense understanding to carry out instructions furnished in written, oral, or diagrammatic form. Deal with problems involving several concrete variables in or from standardized situations.	Make arithmetic calculations involving fractions, decimals and percentages.	Comprehension and expression of a level to —File, post, and mail such material as forms, checks, receipts, and bills. —Copy data from one record to another, fill in report forms, and type all work from rough draft or corrected copy.
2	Apply common sense understanding to carry out detailed but uninvolved written or oral instructions. Deal with problems involving a few concrete variables in or from standardized situations.	Use arithmetic to add, subtract, multiply, and divide whole numbers.	—Interview members of household to obtain such information as age, occupation, and number of children, to be used as data for surveys, or economic studies. —Guide people on tours through historical or public buildings, describing such features as size, value, and points of interest.
1	Apply common sense understanding to carry out simple one- or two-step instructions. Deal with standardized situations with occasional or no variables in or from these situations encountered on the job.	Perform simple addition and subtraction, reading and copying of figures, or counting and recording.	Comprehension and expression of a level to —Learn job duties from oral instructions or demonstration. —Write identifying information, such as name and address of customer, weight, number, or type of product, on tags, or slips. —Request orally, or in writing, such supplies as linen, soap, or work materials.

[1] Examples of "principles of rational systems" are: Bookkeeping, internal combustion engines, electric wiring systems, house building, nursing, farm management, ship sailing.

Specific Vocational Preparation: The amount of time required to learn the techniques, acquire information, and develop the facility needed for average performance in a specific job-worker situation. This training may be acquired in a school, work, military, institutional, or avocational environment. It does not include orientation training required of even every fully qualified worker to become accustomed to the special conditions of any new job. Specific vocational training includes training given in any of the following circumstances:

a. Vocational education (such as high school commercial or shop training, technical school, art school, and that part of college training which is organized around a specific vocational objective);
b. Apprentice training (for apprenticeable jobs only);
c. In-plant training (given by an employer in the form of organized classroom study);
d. On-the-job training (serving as learner or trainee on the job under the instruction of a qualified worker);
e. Essential experience in other jobs (serving in less responsible jobs which lead to the higher grade job or serving in other jobs which qualify).

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The following is an explanation of the various levels of specific vocational preparation.

Level	Time	Level	Time
1	Short demonstration only.	5	Over 6 months up to and including 1 year.
2	Anything beyond short demonstration up and including 30 days.	6	Over 1 year up to and including 2 years.
3	Over 30 days up to and including 3 months.	7	Over 2 years up to and including 4 years.
4	Over 3 months up to and including 6 months.	8	Over 4 years up to and including 10 years.
		9	Over 10 years.

II. APTITUDES

Specific capacities and abilities required of an individual in order to learn or perform adequately a task or job duty.

G INTELLIGENCE: General learning ability. The ability to "catch on" or understand instructions and underlying principles. Ability to reason and make judgments. Closely related to doing well in school.

V VERBAL: Ability to understand meanings of words and ideas associated with them, and to use them effectively. To comprehend language, to understand relationships between words, and to understand meanings of whole sentences and paragraphs. To present information or ideas clearly.

N NUMERICAL: Ability to perform arithmetic operations quickly and accurately.

S SPATIAL: Ability to comprehend forms in space and understand relationships of plane and solid objects. May be used in such tasks as blueprint reading and in solving geometry problems. Frequently described as the ability to "visualize" objects of two or three dimensions, or to think visually of geometric forms.

P FORM PERCEPTION: Ability to perceive pertinent detail in objects or in pictorial or graphic material; To make visual comparisons and discriminations and see slight differences in shapes and shadings of figures and widths and lengths of lines.

Q CLERICAL PERCEPTION: Ability to perceive pertinent detail in verbal or tabular material. To observe differences in copy, to proofread words and numbers, and to avoid perceptual errors in arithmetic computation.

K MOTOR COORDINATION: Ability to coordinate eyes and hands or fingers rapidly and accurately in making precise movements with speed. Ability to make a movement response accurately and quickly.

F FINGER DEXTERITY: Ability to move the fingers and manipulate small objects with the fingers rapidly or accurately.

M MANAUL DEXTERITY: Ability to move the hands easily and skillfully. To work with the hands in placing and turning motions.

E EYE-HAND-FOOT COORDINATION: Ability to move the hand and foot coordinately with each other in accordance with visual stimuli.

C COLOR DISCRIMINATION: Ability to perceive or recognize similarities or differences in colors, or in shades or other values of the same color; to identify a particular color, or to recognize harmonious or contrasting color combinations, or to match colors accurately.

Explanation of Levels

The digits indicate how much of each aptitude the job requires for satisfactory (average) performance. The average requirements, rather than maximum or minimum, are cited. The amount required is expressed in terms of equivalent amounts possessed by segments of the general working population.

The following scale is used:

1 The top 10 percent of the population. This segment of the population possesses an extremely high degree of the aptitude.

2 The highest third exclusive of the top 10 percent of the population. This segment of the population possesses an above average or high degree of the aptitude.

3 The middle third of the population. This segment of the population possesses a medium degree of the aptitude, ranging from slightly below to slightly above average.

4 The lowest third exclusive of the bottom 10 percent of the population. This segment of the population possesses a below average or low degree of the aptitude.

5 The lowest 10 percent of the population. This segment of the population possesses a negligible degree of the aptitude.

Significant Aptitudes

Certain aptitudes appear in boldface type on the qualifications profiles for the worker trait groups. These aptitudes are considered to be occupationally significant for the specific group; i.e., essential for average successful job performance. All boldface aptitudes are not necessarily required of a worker for each individual job within a worker trait group, but some combination of them is essential in every case.

III. INTERESTS

Preferences for certain types of work activities or experiences, with accompanying rejection of contrary types of activities or experiences. Five pairs of interest factors are provided so that a positive preference for one factor of a pair also implies rejection of the other factor of that pair.

1	Situations involving a preference for activities dealing with things and objects.	vs.	*6* Situations involving a preference for activities concerned with people and the communication of ideas.
2	Situations involving a preference for activities involving business contact with people.	vs.	*7* Situations involving a preference for activities of a scientific and technical nature.
3	Situations involving a preference for activities of a routine, concrete, organized nature.	vs.	*8* Situations involving a preference for activities of an abstract and creative nature.
4	Situations involving a preference for working for people for their presumed good, as in the social welfare sense, or for dealing with people and language in social situations.	vs.	*9* Situations involving a preference for activities that are nonsocial in nature, and are carried on in relation to processes, machines, and techniques.
5	Situations involving a preference for activities resulting in prestige or the esteem of others.	vs.	*0* Situations involving a preference for activities resulting in tangible, productive satisfaction.

IV. TEMPERAMENTS

Different types of occupational situations to which workers must adjust.

1 Situations involving a variety of duties often characterized by frequent change.

2 Situations involving repetitive or short cycle operations carried out according to set procedures or sequences.

3 Situations involving doing things only under specific instruction, allowing little or no room for independent action or judgment in working out job problems.

4 Situations involving the direction, control, and planning of an entire activity or the activities of others.

5 Situations involving the necessity of dealing with people in actual job duties beyond giving and receiving instructions.

6 Situations involving working alone and apart in physical isolation from others, although the activity may be integrated with that of others.

7 Situations involving influencing people in their opinions, attitudes, or judgments about ideas or things.

8 Situations involving performing adequately under stress when confronted with the critical or unexpected or when taking risks.

9 Situations involving the evaluation (arriving at generalizations, judgments, or decisions) of information against sensory or judgmental criteria.

0 Situations involving the evaluation (arriving at generalizations, judgments, or decisions) of information against measurable or verifiable criteria.

X Situations involving the interpretation of feelings, ideas, or facts in terms of personal viewpoint.

Y Situations involving the precise attainment of set limits, tolerances, or standards.

V. PHYSICAL DEMANDS

Physical demands are those physical activities required of a worker in a job.

The physical demands referred to in this Dictionary serve as a means of expressing both the physical requirements of the job and the physical capacities (specific physical traits) a worker must have to meet the requirements. For example, "seeing" is the name of a physical demand required by many jobs (perceiving by the sense of vision), and also the name of a specific capacity possessed by many people (having the power of sight). The worker must possess physical capacities at least in an amount equal to the physical demands made by the job.

The Factors

1 **Lifting, Carrying, Pushing, and/or Pulling (Strength).** These are the primary "strength" physical requirements, and generally speaking, a person who engages in one of these activities can engage in all.

Specifically, each of these activities can be described as:

(1) Lifting: Raising or lowering an object from one level to another (includes upward pulling).

(2) Carrying: Transporting an object, usually holding it in the hands or arms or on the shoulder.

(3) Pushing: Exerting force upon an object so that the object moves away from the force (includes slapping, striking, kicking, and treadle actions).

(4) Pulling: Exerting force upon an object so that the object moves toward the force (includes jerking).

The five degrees of Physical Demands Factor No. 1 (Lifting, Carrying, Pushing, and/or Pulling), are as follows:

S Sedentary Work

Lifting 10 lbs. maximum and occasionally lifting and/or carrying such articles as dockets, ledgers, and small tools. Although a sedentary job is defined as one which involves sitting, a certain amount of walking and standing is often necessary in carrying out job duties. Jobs are sedentary if walking and standing are required only occasionally and other sedentary criteria are met.

L Light Work

Lifting 20 lbs. maximum with frequent lifting and/or carrying of objects weighing up to 10 lbs. Even though the weight lifted may be only a negligible amount, a job is in this category when it requires walking or standing to a significant degree, or when it involves sitting most of the time with a degree of pushing and pulling of arm and/or leg controls.

M Medium Work

Lifting 50 lbs. maximum with frequent lifting and/or carrying of objects weighing up to 25 lbs.

H Heavy Work

Lifting 100 lbs. maximum with frequent lifting and/or carrying of objects weighing up to 50 lbs.

V Very Heavy Work

Lifting objects in excess of 100 lbs. with frequent lifting and/or carrying of objects weighing 50 lbs. or more.

2 **Climbing and/or Balancing:**

(1) Climbing: Ascending or descending ladders, stairs, scaffolding, ramps, poles, ropes, and the like, using the feet and legs and/or hands and arms.
(2) Balancing: Maintaining body equilibrium to prevent falling when walking, standing, crouching, or running on narrow, slippery, or erratically moving surfaces; or maintaining body equilibrium when performing gymnastic feats.

3 **Stooping, Kneeling, Crouching, and/or Crawling:**

(1) Stooping: Bending the body downward and forward by bending the spine at the waist.
(2) Kneeling: Bending the legs at the knees to come to rest on the knee or knees.
(3) Crouching: Bending the body downward and forward by bending the legs and spine.
(4) Crawling: Moving about on the hands and knees or hands and feet.

4 **Reaching, Handling, Fingering, and/or Feeling:**

(1) Reaching: Extending the hands and arms in any direction.
(2) Handling: Seizing, holding, grasping, turning, or otherwise working with the hand or hands (fingering not involved).
(3) Fingering: Picking, pinching, or otherwise working with the fingers primarily (rather than with the whole hand or arm as in handling).
(4) Feeling: Perceiving such attributes of objects and materials as size, shape, temperature, or texture, by means of receptors in the skin, particularly those of the finger tips.

5 **Talking and/or Hearing:**

(1) Talking: Expressing or exchanging ideas by means of the spoken word.
(2) Hearing: Perceiving the nature of sounds by the ear.

6 **Seeing:**

Obtaining impressions through the eyes of the shape, size, distance, motion, color, or other characteristics of objects. The major visual functions are: (1) acuity, far and near, (2) depth perception, (3) field of vision, (4) accommodation, (5) color vision. The functions are defined as follows:

(1) Acuity, far—clarity of vision at 20 feet or more.
Acuity, near—clarity of vision at 20 inches or less.
(2) Depth perception—three dimensional vision. The ability to judge distance and space relationships so as to see objects where and as they actually are.
(3) Field of vision—the area that can be seen up and down or to the right or left while the eyes are fixed on a given point.

(4) Accommodation—adjustment of the lens of the eye to bring an object into sharp focus. This item is especially important when doing near-point work at varying distances from the eye.
(5) Color vision—the ability to identify and distinguish colors.

VI. WORKING CONDITIONS

Working conditions are the physical surroundings of a worker in a specific job.

1 Inside, Outside, or Both:

I Inside: Protection from weather conditions but not necessarily from temperature changes.
O Outside: No effective protection from weather.
B Both: Inside and outside.
A job is considered "inside" if the worker spends approximately 75 per cent or more of his time inside, and "outside" if he spends approximately 75 per cent or more of his time outside. A job is considered "both" if the activities occur inside or outside in approximately equal amounts.

2 Extremes of Cold Plus Temperature Changes:

(1) Extremes of Cold: Temperature sufficiently low to cause marked bodily discomfort unless the worker is provided with exceptional protection.
(2) Temperature Changes: Variations in temperature which are sufficiently marked and abrupt to cause noticeable bodily reactions.

3 Extremes of Heat Plus Temperature Changes:

(1) Extremes of Heat: Temperature sufficiently high to cause marked bodily discomfort unless the worker is provided with exceptional protection.
(2) Temperature Changes: Same as 2 (2).

4 Wet and Humid:

(1) Wet: Contact with water or other liquids.
(2) Humid: Atmospheric condition with moisture content sufficiently high to cause marked bodily discomfort.

5 Noise and Vibration:

Sufficient noise, either constant or intermittent, to cause marked distraction or possible injury to the sense of hearing and/or sufficient vibration (production of an oscillating movement or strain on the body or its extremities from repeated motion or shock) to cause bodily harm if endured day after day.

6 Hazards:

Situations in which the individual is exposed to the definite risk of bodily injury.

7 Fumes, Odors, Toxic Conditions, Dust, and Poor Ventilation:

(1) Fumes: Smoky or vaporous exhalations, usually odorous, thrown off as the result of combustion or chemical reaction.
(2) Odors: Noxious smells, either toxic or nontoxic.
(3) Toxic Conditions: Exposure to toxic dust, fumes, gases, vapors, mists, or liquids which cause general or localized disabling conditions as a result of inhalation or action on the skin.
(4) Dust: Air filled with small particles of any kind, such as textile dust, flour, wood, leather, feathers, etc., and inorganic dust, including silica and asbestos, which make the workplace unpleasant or are the source of occupational diseases.
(5) Poor Ventilation: Insufficient movement of air causing a feeling of suffocation; or exposure to drafts.

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Appendix B

Explanation of Ventura ROP

Career Evaluation Program

WHY HAVE IT?

The Career Evaluation Program was designed to assist those people who are involved in personal career planning, but who lack direction, have little experience or knowledge of the world of work, or who want to learn about their abilities and how they relate to potential employment.

WHERE

The Career Evaluation Program is located at the Ventura County Superintendent of Schools Educational Facilities, East Pleasant Valley Road and Las Posas Road, Camarillo, California.

Further information may be obtained by calling: (805) 487-7711, extension 4437

These toll free numbers may be used to call from other areas in Ventura County:

Ventura-Ojai: 648-6131, extension 4437
Santa Paula: 647-0500, extension 4437
Fillmore: 524-2292, extension 4437
Moorpark-Newbury Park-Simi-Westlake-Thousand Oaks: 529-2060, extension 4437

VENTURA COUNTY

Regional Occupational Program

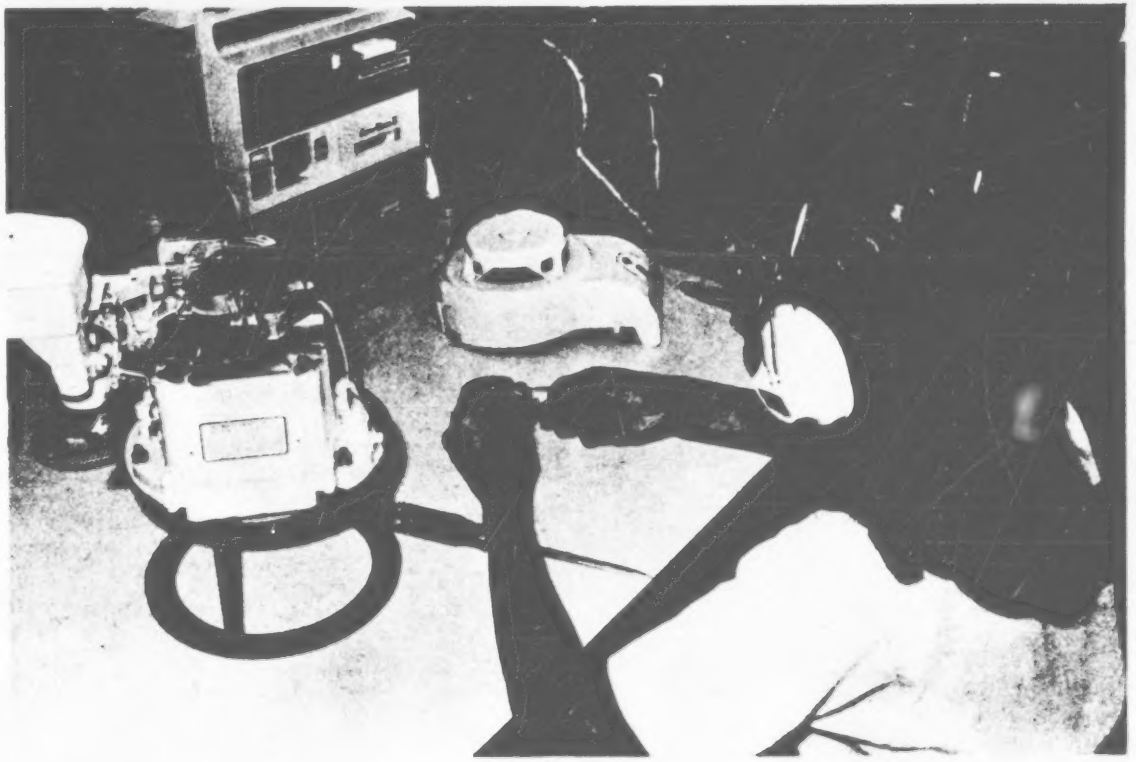
VENTURA COUNTY
SUPERINTENDENT OF SCHOOLS OFFICE
James F. Cowan, Ed.D., Superintendent

WHAT

IS THE CAREER EVALUATION PROGRAM?

THE CAREER EVALUATION PROGRAM:

The main components of the program are interest inventories, aptitude assessment, and vocational information. Most of a client's time is spent in work-sample assessment. Work samples are actual job tasks that are designed to give clients a hands-on experience in different vocational areas. They serve both as an exploration tool, and as an accurate assessment of aptitude and ability. Interest inventories are used in conjunction with work samples to further determine potential areas of exploration. Various aptitude tests, such as the General Aptitude Test Battery, are also available and are used where appropriate. All clients spend a portion of time in the Career Center exploring specific areas of vocational interest. Here they receive career counseling which includes information on job duties, training required, and the employment outlook.



HOW

Referrals to the Career Evaluation Program can be made through Ventura County Manpower Operations, other Comprehensive Employment & Training Act (C.E.T.A.) programs, or through school personnel working with handicapped and disadvantaged students. A complete evaluation takes a minimum of 20 hours. Evaluations for specific occupational areas can usually be completed in less than 10 hours. Scheduling is flexible and can be adapted to the needs of the referring agency.

CAREER EVALUATION PROGRAM

Clients may be referred to the Career Evaluation Program at the deactivated Oxnard Air Force Base in Camarillo by telephoning 487-7711, Extension 4437, for an appointment. A completed referral form together with any supporting information should be given to the Career Evaluation Program staff prior to the client's first day of evaluation.

Examples of information which could prove extremely helpful include any disabilities (together with prognosis and any functional limitations), medication that might affect performance, previous work history, and results of educational-vocational testing.

A basic evaluation can usually be completed in 20 to 25 hours. The hours and days can be flexible in order to meet the needs of the clients. Transportation to and from the Career Evaluation Program can usually be provided (on a space available basis) through the R.O.P. bus system. Clients who ride the R.O.P. buses are usually involved in evaluation for two hours per day.

The two major parts of the evaluation process are testing and work sample assessment. An attempt is made to keep paper and pencil tests to a minimum. When recent assessments of a client's reading and math achievement levels are not available, the determination of these achievement levels will be the first step in the evaluation. This is done to avoid giving them work samples or further tests that may be beyond their current level.

For those clients whose level is quite low, the determination of an ability or I.Q. score is helpful. For this determination, attention has been paid to finding tests that are culture free and not dependent on reading skills.

Interest inventories are administered to all clients. A variety is available including one that is nonverbal. Personality assessment will not be attempted with all clients, the exception being when specific questions arise or when a client appears to have some type of behavior problem that interferes with performance. In addition, various tests such as work values inventories are used when such information would be helpful. The General Aptitude Test Battery is given to clients with an appropriate reading level.

The majority of the client's time is spent in work sample assessment. Work samples are a mock up of a job, a part of a job, or a simulation of tasks required in a job. They are a "hands on" experience for clients, which allows them to try out different types of work. Each work sample is D.O.T. (Dictionary of Occupational Titles) coded and also cross-indexed to related jobs. Work samples are scored by both time and quality. Observations are an important part of work samples, yielding information on such variables as ability to follow directions, work patterns, and distractability.

All clients receive a variety of work samples to get a picture of their overall performance and ability. Ideally, the testing program will yield some information on interests, therefore, work samples can be used to follow up on these. They can evaluate specific skills and aptitudes necessary for job in an interest area.

At all times the clients are encouraged to ask questions and make comments

about the tasks they are performing. This two way communication is an important part of work sample assessment as it gives the clients an opportunity to connect what they are experiencing with the actual job world.

At some point toward the end of the evaluation, the clients spend some time in the career center exploring specific vocational areas of interest. They receive career counseling which includes information on job duties, training required, and employment outlook in occupations consistent with their aptitudes, interests, values, etc.

Upon completion of the evaluation, a report is sent to the referring school district. Included in this report are the results of any tests taken or work samples administered, a narrative of the overall performance and specific vocational assets and limitations. Where appropriate, recommendations are made for further assessment, possible training, or possible placement. The staff of the Career Evaluation Program is also available to answer any further questions or set up a staffing upon request.

Clients will be accepted from the various school districts on a first-come-first-served basis. Priority will be given to handicapped and disadvantaged clients.

In order to further enhance the employability of clients of the Career Evaluation Program, the Singer Job Survival Skills Program will be offered. Job Survival Skills Program activities are based upon group inter-action which facilitates maximum involvement and participation. Group discussion, games, role playing, and written exercise create an active learning process that will allow the client to more effectively seek and maintain employment.

CAREER EVALUATION PROGRAM

TESTS

Interest Inventories

Kuder Interest Inventory
Ohio Vocational Interest Survey (OVIS)
Picture Interest Inventory
California Occupational Preference Survey

Reading & Math Test

Adult Basic Learning Exam
SRA Reading Index
SRA Arithmetic Index

Ability Tests

Revised BETA
Culture Fair Test of Intelligence
General Aptitude Test Battery

Values Inventories

Study of Values
Work Values Inventory

Personality

16 Personality Factors (16PF)

CAREER EVALUATION PROGRAM

WORK SAMPLES

ADDING MACHINE - Measures the ability to do simple addition on an adding machine. Accuracy and time are the important factors.

BENNETT HAND TOOL DEXTERITY - Dexterity in working with hand tools

CASH REGISTER - Measures the ability to learn the operation of a cash register and to make change.

CONDENSING PRINCIPLE - Measures the ability to accurately reproduce a diagram of a steam boiler

CONSTRUCTION LAYOUT - Measures several things: 1. Following a series of written directions, 2. Ability to identify and use common hand tools, 3. Precision measuring, and 4. Problem solving ability

CRAWFORD SMALL PARTS DEXTERITY TEST - Hand & finger dexterity while working with small pieces

FILING BY LETTER - Measures the aptitude for, and interest in simple filing. The work sample also involves the ability to visualize sequential numbers.

FILING BY NUMBER - Measures aptitude for, and interest in this one part of the clerical field. The sample also involves the ability to follow written examples.

MAIL SORTING BY ZIP CODE - Measures the ability to sort mail according to number. Incorporated in the ability to visualize numbers in a sequence.

MESLICK MECHANICAL COMPREHENSION - Measures the ability to assemble a small structure by following a series of diagrams. It also takes into account attention to small details.

NUT PACKING - Measures the ability to concentrate and to accurately count over a period of time.

ORDER PICKING - Measures the ability to prepare an order for shipping. Involved are verbal and numerical ability, spatial and form perception, clerical perception, finger & manual dexterity, and the ability to reach.

PAYROLL COMPUTATION - Measures the ability to do basic arithmetic functions in figuring out a payroll. It also measures the ability to follow written instructions and examples

RESISTOR READING - Designed to see if the client can learn to inspect, determine the values of, and accept or reject resistors based on tests and mathematic calculations. Involved are the ability to measure accurately, the ability to follow instructions, the ability to use and read a meter, and the ability to remember a series of steps.

RESTER MECHANICAL APTITUDE - Measures the ability to follow a diagram and to do simple mechanical problem solving.

STROMBERG DEXTERITY TEST - Eye - hand coordination as well as arm - hand dexterity.

TYPING - This is a simple test for speed and accuracy; first on straight typing and then on a simple business letter.

VISUAL PERSUIT - Measures the ability to do wiring according to a diagram.

V G R S ASSEMBLY - Measures the ability to learn a manual assembly task and perform it under timed conditions.

WASHER THREADING - Measures the ability to do accurate measurement over a period of time. There is also some finger dexterity involved in this task.

FISH LAMP ASSEMBLY - Measures the client's ability to learn and perform a manual assembly task using three hand tools.

SHIPPING & RECEIVING FREIGHT HANDLING - Assesses a client's ability to route packages and mail for shipment and to determine their costs.

VALPAR COMPONENT WORK SAMPLE SYSTEM

Valpar Component Work Sample 1, Small Tools (Mechanical) - measures a person's understanding of and ability to work with small tools. The design of the sample forces the client to work in difficult physical positions using his fingers and hands in a very small space with the actual work often being blocked from the client's vision.

Valpar Component Work Sample 2, Size Discrimination - measures a person's ability to perform work tasks requiring visual size discrimination.

Valpar Component Work Sample 3, Numerical Sorting - measures a person's ability to perform work tasks requiring the use of numbers and numerical series.

Valpar Component Work Sample 4, Upper Extremity Range of Motion - measures a person's upper extremity range of motion, including the shoulder, upper arm, forearm, elbow, wrist, and hand. The work sample is designed to give the evaluator an actuarial level of the client's performance, and to provide the evaluator with insignt into related factors as neck and back fatique, finger dexterity and finger tactile sense.

Valpar Component Work Sample 5, Clerical Comprehension and Aptitude - measures a person's ability to perform entry level clerical tasks. Incorporated within this sample is a typing aptitude, bookkeeping, alphabetical filing, mail sorting, and telephone answering test.

Valpar Component Work Sample 6, Independent Problem Solving - measures a person's ability to perform work tasks requiring the visual comparison and proper selection of a series of abstract designs. The purpose of the sample is to give a measure of a person's basic independent problem solving ability.

Valpar Component Work Sample 7, Multi-Level Sorting - measures a person's ability to make decisions while performing work tasks requiring physical manipulation and visual discrimination of colors, color-numbers, color-letter and a combination of color-letter-number. The work sample permits the evaluator to establish a distinct level of individual decision-making ability.

Valpar Component Work Sample 8, Simulated Assembly - measures a person's ability to work at an assembly task requiring repetitive physical manipulation and evaluate a person's bilateral use of upper extremities. The work sample is characteristic of conveyor-assembly jobs in which material moves toward and away from workers on the assembly line.

Valpar Component Work Sample 9, Whole Body Range of Motion - measures the agility of a person's gross body movements of the trunk, arms, hands, legs and fingers as they relate to the functional ability to perform job tasks. The work sample is designed to give the evaluator an actuarial level of the client's physical agility, and to provide the evaluator with insight into the relationship of gross body movement to other "finer" manual dexterities in many differing work situations.

Valpar Component Work Sample 10, Tri-Level Measurement - measures a person's ability to perform very simple to very precise inspection and measurement tasks. The sample is designed so that the client is forced to make decisions which increase in their level of difficulty in order to determine if specially lathed, machined parts fit specific tolerances.

Valpar Component Work Sample 11, Eye-Hand-Foot Coordination - measures a person's ability to use his/her eyes, hands and feet simultaneously and in a coordinated manner.

Valpar Component Work Sample 12, Soldering and Inspection (Electronic) - measures a person's ability to acquire and apply the basic skills necessary to perform soldering tasks at varying levels of difficulty. The work sample was designed to apply itself to entry level worker requirements in various industries.

Basic Tools - the client uses a variety of hand tools to fabricate a ring from aluminum bar stock. This work sample tests for medium finger dexterity, manual dexterity, eye-hand coordination, the use of hand tools, measuring ability, form perception, craftsmanship and care in handling.

Plumbing and Pipfitting - the client makes three 6 inch pipe nipples. He is required to measure, cut, ream, file and then thread the pipe. The sample tests for manual dexterity, bi-manual coordination, the use of hand tools, care in handling and judgement.

Refrigeration, Heating and Air Conditioning

This work sample has the client make a tubing frame. He is required to cut and flare copper tubing and then assemble the pieces into a frame using elbows, unions and a tee. Among the skills and abilities tested are manual dexterity, eye-hand coordination, form perception, care in handling and frustration tolerance.

Engine Service

In this work sample the client disassembles a small engine, checks and sets the points and plugs and then reassembles it. Among the observable skills are eye-hand coordination, manual dexterity, measuring ability, form perception, safety consciousness, care in handling, and performance with repetition.

Medical Service

This work sample includes a number of tasks. The client is exposed to bandaging; taking and recording temperature, pulse and respiration; measuring and recording liquid intake and output; and testing for diabetic urine. The observable skills and abilities include medium finger dexterity, manual dexterity, numerical ability, measuring ability, color discrimination, care in handling and performance with repetition.

Appendix C

Brochure and Brief Description of

HSA Work Evaluation Program

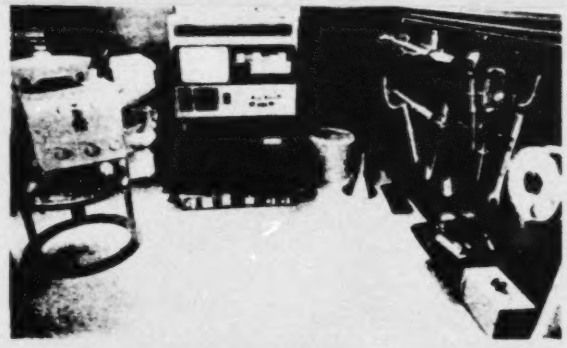
The Need:

The Work Evaluation Unit was established in order to meet a need within the community for a single source to provide a comprehensive real world oriented assessment of the rehabilitation client. The program assesses the client's potentials, interests, and capacities for work as well as activities necessary for daily living. The program was developed in response to rehabilitation practitioners' expressed needs.

The Program:

The Work Evaluation Unit offers a two week evaluation program of vocational exploration and work evaluation. The three basic components of the program are; Work Samples, Aptitude, Achievement, and Interests, tests, and a Job Search Clinic.

Work Samples are a mock-up of a job, a part of a job, or a simulation of tasks required of a job. Work Samples drawn from industry and standardized for time and quality expectations provide an accurate assessment of skills and aptitudes. A great deal of emphasis is placed on the use of Work Samples. They are reality based situations which give the client the opportunity to realistically learn about the world of work as well as determine the relationship of his occupational assets and deficits to the work world. Two national batteries are presently used in the Work Evaluation Unit, The Singer Graflex System and



The Jewish Employment Vocational System. The information gained through the Work Sample Batteries combined with the information gained through aptitude and achievement tests yield an accurate picture of the worker.

The Job Search Clinic is an approach to teaching clients to sell themselves. The clinic, run in connection with the evaluation, consists of five sessions of one to one and a half hours each. During the sessions a variety of topics are covered oriented around helping the client prepare for employment. Topics covered include; Sources Of Job Information, How To Fill Out Application Forms, Selling Your Skills, Preparing For The Job Interview, How To Handle Problems Encountered At Work, and Relations With Your Employer.

An in-depth evaluation report containing recommendations and results of the work evaluation will be sent to the referral source within two weeks after the evaluation has been completed. Staffings will be conducted on individual clients during the second week of the evaluation.

Clients are ordinarily involved in the program from ten o'clock a.m. to three-thirty p.m. Monday through Thursday and ten to twelve-thirty on Friday for two weeks. Shorter evaluations for specific purposes can be arranged upon consultation with the program director.

The Work Evaluation Unit is located in the Bard Building on the grounds of General Hospital. This location enables access to many specialized services provided through the Health Services Agency to enrich the client's experience. Physicians, psychiatrists, psychologists, social workers, occupational therapists, speech therapists, and physical therapists may be called upon as needed to augment services provided through the Unit.

Additional information can be obtained by calling (805) 648-6181, Extension 3137.

Mr. Terry B. Dinneen, M. S. Ed.
Work Evaluation Supervisor

THE PROGRAM IS ALSO AVAILABLE IN SPANISH

HOSP-125 (9-74)

County of Ventura

HEALTH SERVICES AGENCY

Work Evaluation Services

3291 Loma Vista Road
Ventura, CA 93003

Terry B. Dinneen, M. S. Ed.
Work Evaluation Supervisor

WORK EVALUATION SERVICES

Appendix D

The Career Planning Inventory
(CPI)

Test and Explanation

Career Planning Inventory

Ventura County
Regional Occupational Program

COUNTY OFFICE BUILDING, VENTURA, CALIFORNIA 93001

9/75

THIS IS A QUESTIONNAIRE—IT IS NOT A TEST

PLEASE DO NOT MARK ON THIS BOOKLET

The following questions are about your educational and career plans. Each question is important. Your answers will be used to help you clarify your educational and career goals, and to provide you with information about occupations in which you express an interest.

INSTRUCTIONS:

1. Read each question carefully and answer it as best you can.
2. Mark all answers on your answer card, using the special pencil.
3. Erase completely any stray marks or answers you wish to change.
4. Print your name, address, and zip code at the top of the answer card if not already printed.
5. Fill in your sex and grade at the left side of the answer card.

A. Which of the following statements best describes my present choice of classes? I have chosen as many classes as possible that relate to:

1. Receiving a ***general education.*** I am not trying to specialize in any area at this time.
2. ***Business,*** office work, and sales.
3. ***Agriculture,*** such as ornamental horticulture, livestock management, or crop management.
4. ***Fine arts,*** such as drawing, drama, and music.
5. Working in a ***trade*** or ***industry,*** such as auto mechanics, drafting, electronics, graphic arts, metal, or wood shop.
6. ***Home Economics,*** such as clothing, foods, child care, and home management.
7. Attending college (***college-prep*** classes).
8. ***None*** of the above statements best describe my present choice of classes.

B. When I consider my educational and career plans, how sure am I of my present choice of classes?

1. Very sure. It is exactly what I want.
2. Somewhat sure. I think it is what I want.
3. Doubtful. I am not too sure it is what I want.
4. I realize now I am in the wrong course of study.

C. TWO of the following types of work which are of most interest to me at this time are:

1. Creative work involving design, color, and materials; or work in the performing arts, such as music, drama. **(Artistic)**
2. Office work involving specific tasks requiring accuracy, such as typing, filing, keeping records and accounts. **(Clerical)**
3. Work involving mathematics or numbers. **(Computational)**
4. Work involving health care of people or animals. **(Health)**
5. Work involving reading and writing. **(Literary)**
6. Work involving machines and tools. **(Mechanical)**
7. Work that keeps you outside most of the time in all kinds of weather. **(Outdoor)**
8. Work that involves meeting and dealing with people, sales, or convincing others of a point of view. **(Persuasive)**
9. Work involving discovery, understanding, and problem solving in nature and the physical world. **(Scientific)**
10. Work involving helping other people. **(Social Service)**

D. How sure am I that my responses to question "C" really are my strongest interests?

1. Certain. My career interests are very firm.
2. Fairly sure. My career interests are somewhat clear.
3. A little uncertain. My career interests are not too clear.
4. Very uncertain. My career interests are not clear at all.

E. TWO of my strongest aptitudes or talents are:

1. Ability to "catch on" or understand instructions—closely related to doing well in school. **(General Learning)**
2. Ability to understand the meaning of words and to use them effectively. **(Verbal)**
3. Ability to work quickly and accurately with arithmetic problems. **(Numerical)**
4. Ability to picture something in my mind from a drawing, to see how the parts of things will fit together, and how the complete object will look. **(Spatial)**
5. Ability to see important details and differences of objects. **(Form Perception)**
6. Ability to pick out and copy letter and number combinations quickly and accurately. **(Clerical)**
7. Ability to coordinate eyes and hands to make precise hand movements with speed. **(Eye-Hand Coordination)**
8. Ability to work with small objects rapidly. **(Finger Dexterity)**
9. Ability to work with my hands easily and skillfully. **(Manual Dexterity)**

F. How sure am I that my response to question "E" really are my strongest aptitudes?

1. Certain
2. Fairly sure
3. A little uncertain
4. Very uncertain

G. SELECT FIVE job characteristics that are most important to you. I would like a career:

1. Where I have a high level of responsibility and make key decisions involving property, finances, or human safety and welfare.
2. Where I direct activities of others and have supervisory responsibilities.
3. Where I work under close supervision and my job performance and work standards are controlled by a supervisor.
4. Where my work involves performing the same thing time after time – doing repetitious work.
5. Where I compete with others for advancement and recognition.
6. Where I work with details continually, such as numbers, written materials, or technical data.
7. Where I see the physical results of my work; I see a product of my work.
8. Where I have freedom to use my own ideas – have an opportunity for self-expression.
9. Where I help people.
10. Where I work independently – where I use my initiative, self-discipline, and ability to organize.
11. Where I work as a part of a team interacting with fellow employees in performing my duties.
12. Where my work involves a lot of lifting, standing, and walking – requires physical stamina.
13. Where my job involves overtime or shift work – work hours other than normal daytime shifts.
14. Where I work with ideas; I use my intellect to solve problems.
15. Where I work with people and must be able to get along with others.
16. Where I work with things and must be able to work well with my hands.
17. Where I work at one place most of the time.
18. In which jobs are widely scattered in most areas of the United States.
19. Where I influence or motivate others.

H. Based upon facts I have now, my plan for the future is:

1. To graduate from high school and go right to work with no further education or training.
2. To join the military service.
3. To enter an apprenticeship program (formalized on-the-job training program usually associated with a union).
4. To get further training at a trade, technical, or business school.
5. To complete a community college program involving two years of training or less.
6. To start at a community college and then transfer to a four-year college.
7. To go right to a four-year college or university.
8. To attend more than four years of college.

I. Is there any reason why you may not be able to graduate from high school?

1. Yes 2. No

J. I wish to talk to a counselor about:

(SELECT AS MANY AS APPLY)

1. High school education requirements.
2. Trade school, community college, or technical school training opportunities.
3. Four-year college entrance requirements.
4. Scholarships or other financial aids to attend a private school, community or four-year college.
5. I do not wish to talk to a counselor about any of the above.

K. I estimate my grades for the last two years to be:

1. Mostly A's.
2. Mostly A's and B's.
3. Mostly B's.
4. Mostly B's and C's.
5. Mostly C's.
6. Mostly C's and D's.
7. Mostly D's.

L. Please note your need at this time for help with educational and career planning.

1. I need considerable help in figuring out what I am going to do.
2. I have some things planned but could use additional help.
3. I do not need additional help at this time as plans are fairly clear.

M. Do you have any physical handicaps that limit you in any way? (Do not include temporary injuries, dental braces, or glasses for minor visual corrections.)

1. Yes 2. No

N. Some students ride a bus or travel to training programs so they can take special courses. Are you willing to attend such classes (no more than 30 miles from your school) if the training you wish to take is not offered at your school?

1. Yes 2. No

Q. **Most people have some idea of the occupation(s) they might like to enter. From the following list of occupations, make a first and second choice of occupations you might like to enter. Mark the three-digit number on your answer card as illustrated in the example to the right. If the occupation(s) in which you are interested are not listed, please try to pick a related occupation. You will receive information on the two occupations you pick. If you select "other," write the occupation you prefer on the back of the answer card.**

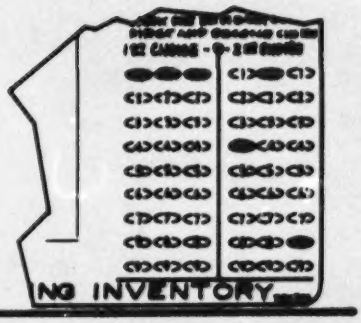
EXAMPLE:

First choice:

111 Accountant

Second choice:

418 Dental Assistant



BUSINESS AND COMMERCE

111 Accountant
116 Advertising Worker
121 Auto Parts Salesperson
122 Automobile Salesperson
126 Bank Teller
131 Bookkeeper
135 Cashier
143 Clerk Typist
146 Computer Operator
146 Computer Programmer
162 Hotel/Motel Clerk
166 Insurance Agent
168 Keypunch Operator
171 Manufacturers Sales Representative
175 Personnel Worker
177 Public Relations Worker
179 Purchasing Agent
181 Real Estate Salesperson
183 Receptionist
185 Restaurant Manager
187 Retail Sales Clerk
189 Secretary/Stenographer
193 Stockbroker
195 Systems Analyst
196 Telephone Operator

PUBLIC AND SOCIAL SERVICES

221 Beauty Operator/Cosmetologist
229 Clergy/Religious Worker
232 Cook/Chef
236 Counselor
241 Custodian
254 Fireman/Fire Fighter
267 Home Economist
269 Lawyer
274 Librarian
283 Military Service
285 Nursery School Teacher
287 Police Officer
292 Probation Officer/Parole Agent
294 Psychologist
296 Recreation Worker
313 Social Worker
317 Teacher
322 Waiter/Waitress

TRANSPORTATION AND RELATED

352 Air Traffic Controller
354 Airline Stewardess/Flight Attendant
358 Airplane Pilot
363 Bus Driver
378 Truck Driver

HEALTH SERVICES

418 Dental Assistant
419 Dental Hygienist
422 Dentist
435 Hospital Administrator
437 Hospital Attendant/Nurse Aide
443 Licensed Vocational Nurse
445 Medical Assistant
448 Medical Laboratory Worker
455 Occupational Therapist
462 Optometrist
468 Pharmacist
471 Physical Therapist
474 Physician/Doctor
486 Registered Nurse
497 Veterinarian
499 X-ray Technician

ENGINEERING, SCIENTIFIC, AND TECHNICAL

521 Biologist
533 Chemical Engineer
535 Chemist
538 Civil Engineer
542 Drafting Technician
545 Electrical Engineer
547 Electronic Technician
551 Engineering/Science Technician
563 Geologist
572 Mathematician
575 Mechanical Engineer
586 Oceanographer/Marine Biologist
596 Surveyor

COMMUNICATION, DESIGN, AND PERFORMING ARTS

612 Actor/Actress
615 Architect
628 Commercial Artist
632 Dancer
638 Fashion Designer
642 Floral Designer/Florist
652 Interior Designer/Decorator
654 Interpreter/Translator
664 Model
667 Musician/Music Teacher
674 Newspaper Reporter/Journalist
677 Photographer
681 Professional Athlete
684 Radio and Television Announcer
692 Technical Writer

CONSTRUCTION

714 Bricklayer
721 Carpenter
723 Cement Mason
729 Electrician
738 Heavy Equipment Operator
745 Painter/Paperhanger
749 Plumber

MECHANICAL AND REPAIR

761 Air Conditioning, Refrigeration, and Heating Mechanic
763 Aircraft Mechanic
765 Appliance Service Technician
767 Automobile Body Mechanic
769 Automobile Mechanic
774 Automobile Transmission Mechanic
789 Farm Equipment Mechanic
794 Industrial Machinery Mechanic
816 Motorcycle Mechanic
821 New Car Get Ready Worker
823 Service Station Attendant
832 Television and Radio Repair Technician

INDUSTRIAL PRODUCTION AND RELATED

844 Automobile Painter
864 Lithographic Printer
868 Machinist
877 Photographic Lab. Technician
899 Welder

AGRICULTURE AND CONSERVATION

914 Animal Keeper
916 Commercial Fisher
921 Crop and Fruit Grower
923 Dairy and Livestock Farmer
929 Fish and Game Warden
932 Forester
934 Forestry Technician
936 Gardener/Groundskeeper
938 Horse Trainer/Breeder
945 Nursery Worker/Landscaper
949 Poultry Rancher

998 Other (specify on back of answer card)

999 Undecided

CHECK YOUR ANSWER CARD FOR COMPLETENESS AND ACCURACY

INTRODUCTION

During each year since 1970, the Regional Occupational Program, Department of Occupational Education of the Ventura County Superintendent of Schools Office has administrated a fifteen-item Career Planning Inventory to secondary students. The annual inventory administration process is completed with the cooperation of local district and school personnel, the Ventura County Community College District, and the Ventura County Regional Educational Data Processing Center.

The original purpose for administering the inventory (often referred to as "the Questionnaire") was to obtain student interest data to be utilized for vocational training program planning and program recruitment. It was specifically designed to comply with the California State Department of Education's local district plan for vocational education requirements. The data obtained from the annual inventory administration process directly relate to the Population Needs Analysis, Student Recruitment, and Vocational guidance functions of that plan. Now after five years of development and implementation, the student data are computer processed so that students utilize the information to assist them in making meaningful career decisions.

Computer processing of the Career Planning Inventory provides a number of different reports which can also be used for many other purposes. The utilization of these reports pertains to such activities as:

1. Local district and/or regional program planning.
2. Articulated planning between a local district and other educational entities.
3. Identification of Students with special interest or needs.
4. Providing students with a stimulus to explore various career options.
5. Identification of students who have an expressed interest in a particular occupation.

Those computer reports include individual student profiles, school reports, and statistical reports. The other components of the system include the Career Planning Inventory (the cover of this report), Occupational Profiles, and Occupational Briefs. The complete system is transportable to other geographic areas outside of Ventura County. During the 1974-75 school year there were over 75,000 Career Planning Profiles administered in five other counties. For specific price and procedural information, please contact the Director of the Ventura County Regional Educational Data Processing Center, County Office Building, Ventura, California 93001

The next sections of this publication contain a detailed explanation for each of the various component parts of the system.

CAREER PLANNING INVENTORY

The original questionnaire was developed by the San Diego County Schools Office in 1968 and was released for use by other educational agencies in 1969. This instrument was first used by the Ventura County Superintendent of Schools Office in 1970, and it has been subsequently revised and used in each succeeding year.

The Career Planning Inventory (cover of this publication) is designed for administration by classroom teachers or counselors in 45 minutes or less. With one procter for each 35 students, it can be administrated in large groups. Each person administering the questionnaire is given written instructions for its administration.

The four-page Career Planning Inventory consists of 15 items, "A" through "O," each item requires from one to five responses by the student. The students use special pencils to mark their responses on a separate answer card. The data from the completed inventories are then analyzed by computer in the Ventura County Schools Regional Data Processing Center.

The results of Questions "A," "B," "C," "D," "E," "F," "G," "H," "K," "L," and "O" are covered in the Student Career Planning Profile (illustration 1 and 2). The results of Questions "B," "D," "F," "H," "I," "J," "K," "L," "M," "N," and "O" are reported in the School Summary Reports and the County Summary Reports (illustration 3 and 4).

STUDENT CAREER PLANNING PROFILE

The Student Career Planning Profile (illustration 2 and 3) summarizes each individual student's educational and career plans.

In addition to summarizing the student's educational and career plans, new information is provided for students by comparing interests, job characteristics, and educational plans chosen by each student with the interest areas, job characteristics and requirements, and educational requirements usually associated with each of 316 different occupations. The job characteristics and requirements (including educational requirements) usually associated with the occupations listed were identified in an article which appeared in the U.S. Department of Labor's Occupational Outlook Quarterly, Volume 15, Number 4, winter 1971.

Illustration 1 shows which questions on the first three pages (Questions "A" through "N") of the Educational and Career Planning Questionnaire produce the various responses recorded on the Student Career Planning Profile.

Illustration 2 shows that Question "O" on the fourth page of the Educational and Career Planning Questionnaire produces the students first and second occupational choices.

In parentheses to the right of the present occupational choices are a letter and two numbers. The letter indicates whether or not a student's post high school training plans (Question "H") are consistent with the amount of training necessary to enter the specified occupation. "Y" means "yes," the student's post high school training plans are consistent while "N" means "no," the student is planning to obtain either more or less education than is required for the occupation. The first number indicates how many of the two interest areas (Question "C") selected are included in the occupation and the second number (after the decimal) indicates how many of the five job characteristics and requirements (Question "G") selected are usually associated with the occupation. A plus (+) after the numbers indicates that the occupational outlook is favorable. A minus (-) indicates that the occupational outlook is not favorable and that there may be limited employment opportunities. If there are no pluses or minuses, the opportunities for employment in that occupation are in the average range.

Illustrations 1 and 2 also show in the lower right hand corner of the Student Career Planning Profile, a box with the heading OTHER OCCUPATIONS YOU MAY WISH TO EXPLORE. The box contains up to ten occupations which can be entered with the amount of education the student plans to obtain. Each occupation contains one or both of the interest areas selected by the student and at least three of the five job characteristics selected by the student. The numbers and any pluses or minuses that appear in parentheses to the right of the occupations listed can be interpreted in the same way as those to the right of the student's present occupational choices.

The occupations listed in this section of the Profile are ranked in priority order, first according to the number of interest area matches (first digit), secondly according to the number of job characteristics and requirement matches (second digit), and finally in order of employment potential.

If the student's choices result in no occupational matches, this is noted in the box in the lower right hand corner of the Student Career Planning Profile. If the student selects less than five job characteristics (Question "G"), this is noted in the box in the lower left hand corner of the Student Career Planning Profile. If any of the occupations listed in the lower right hand corner of the Student Career Planning Profile usually require more than four years of college, they are marked with an asterisk and an explanation is made in the box in the left corner portion of the Student Career Planning Profile.

IT SHOULD BE REMEMBERED THAT THE CAREER PLANNING INVENTORY IS NOT TO BE CONSIDERED AS A PREDICTIVE INSTRUMENT. THE LIST OF "OTHER OCCUPATIONS YOU MAY WISH TO EXPLORE" IS ONLY A PARTIAL LIST OF SOME OCCUPATIONS THAT ARE CONSISTENT WITH THE INTERESTS, EDUCATIONAL PLANS AND JOB CHARACTERISTICS WHICH A STUDENT SELECTS ON THE CAREER PLANNING INVENTORY.

THESE TYPES OF WORK INTEREST ME

C.

TWO of the following types of work which are of most interest to me at this time are:

MY PRESENT COURSE OF STUDY

A.

The following courses of study are offered in most high schools. My present course of study is:

MY STRONGEST APTITUDES

E.

TWO of my strongest aptitudes or talents are:

MY FUTURE PLANS

H.

Based upon facts I have now, my plans for the future are:

COUNSELING ASSISTANCE

L.

Please note your need at this time for help with educational and career planning:

DESIRABLE JOB CHARACTERISTICS

G.

I would like a career with the following job characteristics:
(circle FIVE of those you would like)

ILLUS. 1

STUDENT CAREER PLANNING PROFILE

SUZANNE SMITH | 10 | FEMALE | HUGH HIGH SCHOOL | OXNARD | JONES

445 SPACE AGE | MODERN CITY | CALIF. | 91066 | 805 429 8705 | 07-24-73

MY COURSE OF STUDY IS COMBINATION OF TWO OR MORE. I AM NOT TOO SURE IT IS WHAT I WANT.

LITERARY AND SOCIAL SERVICE TYPES OF WORK APPEAR TO BE OF MOST INTEREST TO ME.

I AM PRETTY SURE OF THIS AT THIS TIME. I THINK GENERAL LEARNING AND FORM PERCEPTION ARE MY STRONGEST APTITUDES. I AM PRETTY SURE ABOUT MY APTITUDES. I ESTIMATE MY GRADES TO BE MOSTLY B's

I PLAN TO GO RIGHT TO A FOUR YEAR COLLEGE OR UNIVERSITY.

I NEED ADDITIONAL HELP WITH EDUCATIONAL AND CAREER PLANNING.

* INDICATES AN OCCUPATION REQUIRING MORE THAN 4 YEARS OF COLLEGE

(SEE BOX IN LOWER RIGHT HAND CORNER)

MY PRESENT OCCUPATIONAL CHOICES ARE

(1) AIRLINE STEWARDESS (#1.3)

(2) SOCIAL WORKER (#2.4+)

☐ UNDECIDED ☐ OTHER

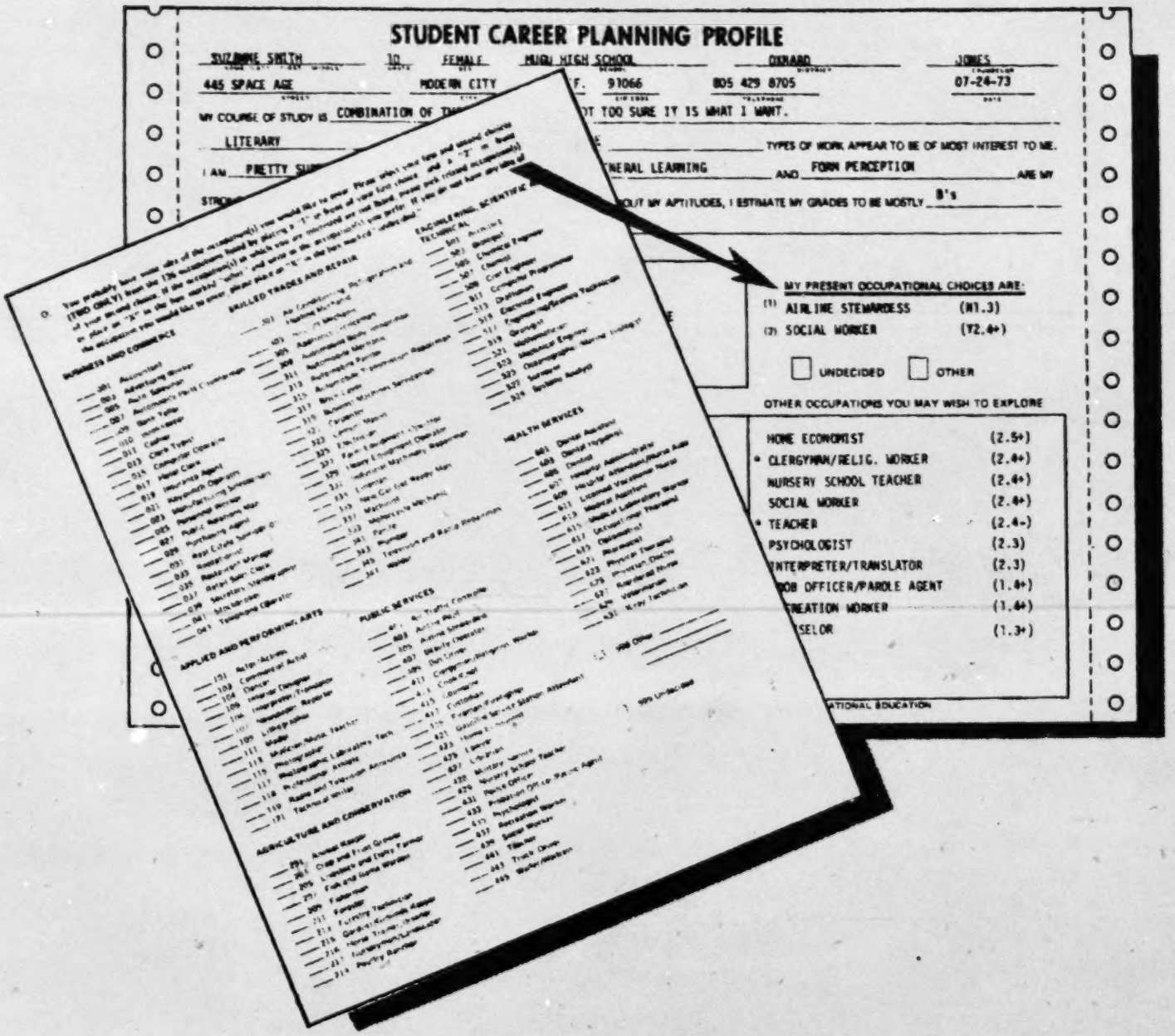
I WOULD LIKE A CAREER WHERE THE JOBS INVOLVE

- ☐ A HIGH LEVEL OF RESPONSIBILITY
- ☐ DIRECTING ACTIVITIES OF OTHERS
- ☐ WORKING UNDER CLOSE SUPERVISION
- ☐ PERFORMING THE SAME TASK ON A CONTINUING BASIS
- ☐ COMPETING WITH OTHERS FOR RECOGNITION AND ADVANCEMENT
- ☐ WORKING WITH DETAILS - NUMBERS WRITTEN MATERIALS OR TECHNICAL DATA
- ☐ SEEING THE PHYSICAL RESULTS OF WORK
- [X] FREEDOM TO USE ONE'S OWN IDEAS
- [X] HELPING PEOPLE
- ☐ WORKING INDEPENDENTLY WITH INITIATIVE AND SELF-DISCIPLINE
- ☐ WORKING AS PART OF A TEAM
- ☐ WORK REQUIRING PHYSICAL STRENGTH AND ENDURANCE
- ☐ OVERTIME WORK OR OTHER THAN NORMAL HOURS
- ☐ WORKING WITH IDEAS TO SOLVE PROBLEMS
- [X] ABILITY TO GET ALONG WITH OTHERS
- ☐ WORKING WITH THINGS USING MANUAL SKILLS
- ☐ WORKING AT ONE PLACE CONFINED TO WORK AREA
- [X] MANY LOCATIONS OF EMPLOYMENT
- [X] MOTIVATING AND INFLUENCING OTHERS

OTHER OCCUPATIONS YOU MAY WISH TO EXPLORE

HOME ECONOMIST	(2.5+)
* CLERGYMAN/RELIG. WORKER	(2.4+)
NURSERY SCHOOL TEACHER	(2.4+)
SOCIAL WORKER	(2.4+)
* TEACHER	(2.4-)
* PSYCHOLOGIST	(2.3)
INTERPRETER/TRANSLATOR	(2.3)
PROB OFFICER/PAROLE AGENT	(1.4+)
RECREATION WORKER	(1.4+)
* COUNSELOR	(1.3+)

VENTURA COUNTY SUPERINTENDENT OF SCHOOLS OFFICE ******* DEPARTMENT OF OCCUPATIONAL EDUCATION


STUDENT CAREER PLANNING PROFILE
SUZANNE SMITH
10
FEMALE
MUIR HIGH SCHOOL
OXNARD
JONES
445 SPACE AGE
MODERN CITY
F. 91066
805 429 8705
07-24-73
MY COURSE OF STUDY IS COMBINATION OF TH
LITERARY
I AM PRETTY SU
TYPES OF WORK APPEAR TO BE OF MOST INTEREST TO ME.
NERAL LEARNING
AND FORM PERCEPTION
ARE MY
OUT MY APTITUDES, I ESTIMATE MY GRADES TO BE MOSTLY B's
MY PRESENT OCCUPATIONAL CHOICES ARE:
(1) AIRLINE STEWARDESS (N1.3)
(2) SOCIAL WORKER (Y2.4+)
UNDECIDED
OTHER
OTHER OCCUPATIONS YOU MAY WISH TO EXPLORE
HOME ECONOMIST (2.5+)
CLERGYMAN/RELIG. WORKER (2.4+)
NURSERY SCHOOL TEACHER (2.4+)
SOCIAL WORKER (2.4+)
TEACHER (2.4-)
PSYCHOLOGIST (2.3)
INTERPRETER/TRANSLATOR (2.3)
OB OFFICER/PAROLE AGENT (1.8+)
REATION WORKER (1.6+)
SELOR (1.3+)
ATIONAL EDUCATION
BUSINESS AND COMMERCE
SKILLED TRADES AND REPAIR
ENGINEERING, SCIENTIFIC, TECHNICAL
APPLIED AND PERFORMING ARTS
PUBLIC SERVICES
HEALTH SERVICES
AGRICULTURE AND CONSERVATION

ILLUS. 2

OCCUPATIONAL PROFILE

Profiles have been developed for each 125 different occupations. Each occupational profile contains a brief description of the occupation, the training usually required for entry into the occupation, and the employment prospects, including the Bureau of Labor Statistics estimates of the nation-wide employment in 1972 and the average annual nation-wide job openings to 1980. Local employment estimates are provided when available.

The Occupational Profile also contains the ten interest areas, nine aptitudes, and 26 job characteristics and requirements listed in Questions "C," "E," and "G," respectively, of the Career Planning Inventory. A brief definition of each item is included. The interest areas, aptitudes, and job characteristics and requirements usually associated with the occupation are clearly indicated. Additionally, five related careers are also listed.

SCHOOL SUMMARY REPORTS

The School Summary Reports are derived from student responses to the Career Planning Inventory. The computer is programmed to prepare 21 different types of reports compiled from the student responses. Illustration 3 is an example of one type of report. The title block of each report contains the student grade level, the letter of the question, and the question response number. The report title is para-phrased from the question on which it is based.

The body of each report contains an alphabetical listing of each student's name who responded to that particular question by selecting the indicated response. A statistical summary is printed by the computer in the lower left hand corner of each report. It indicates the total number of students who took the questionnaire, the number of students who selected the specified response and a percentage factor.

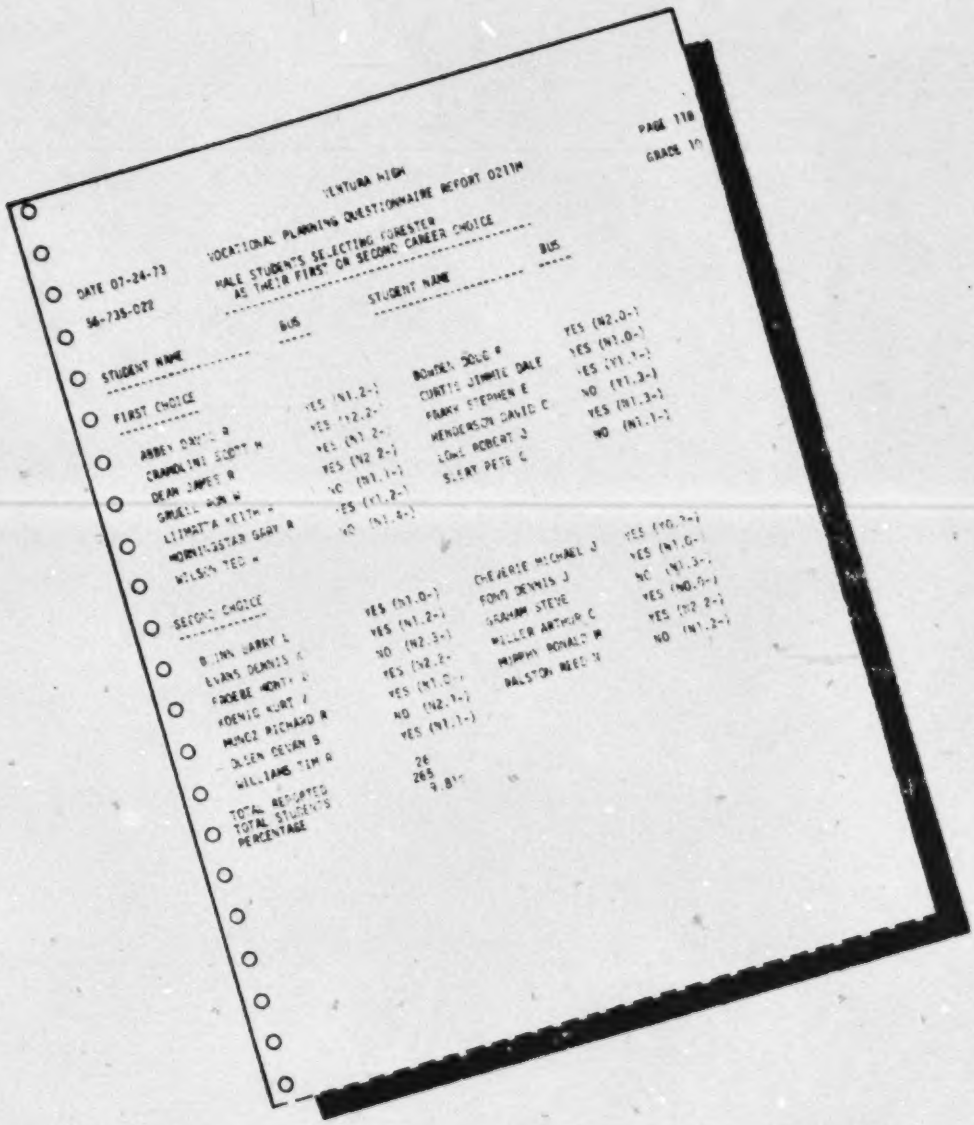
SCHOOL SUMMARY REPORTS

This is a list of the various report titles, the question letter designated and the response numbers.

	Summary Report Title	Question and Response
1.	Students Doubtful of Their Course of Study	B-3
2.	Students Who Feel They Are in the Wrong Course of Study	B-4
3.	Students Uncertain or Very Uncertain of Their Interests	D3-4
4.	Students Uncertain or Very Uncertain of Their Aptitudes	F3-4
5	Students Who Plan to go to Work After High School with no Further Education	H-1
6.	Students Who Plan to Enter Military Service	H-2
7.	Students Who Plan to Enter an Apprenticeship Program (also matched with their first and second choice of an occupation)	H-3
8.	Students Who Plan to go to a Trade or Business School	H-4
9.	Students Who Plan to Complete a Community College Program	H-5
10.	Students Who Plan to attend a Four Year College/University (also matched with type of college plan, estimate of grades and where available cummulative GPA)	H-6, 7, & 8
11.	Students Indicating They May Not Graduate	I-1
12.	Students Wishing to Talk to a Counselor about High School Education	J-1
13.	Students Wishing to Talk to a Counselor about Post High School Technical Training	J-2
14.	Students Wishing to Talk to a Counselor about Four Year College Entrance Requirements	J-3
15.	Students Wishing to Talk to a Counselor about Scholarships or other Financial Aids (matched with their future plans)	J4-H
16.	Students Needing Considerable Help in Career Planning	L-1
17.	Students Needing Additional Help in Career Planning	L-2
18.	Students Indicating Physical Handicaps	M-1
19.	Students (listed by sex) Indicating their first and Second Choice of a Particular Occupation	111-949
20.	Students Who Indicated an Occupational Choice Other Than the Ones Listed	998
21.	Students Who Are Undecided as to an Occupational Choice	999

A brief study of the Career Planning Inventory will reveal the relationship of these titles and responses to the actual question listed in the Questionnaire.

HIGH SCHOOL QUESTIONNAIRE RESULTS



VENTURA HIGH

VOCATIONAL PLANNING QUESTIONNAIRE REPORT 0211M

MALE STUDENTS SELECTING FORESTER AS THEIR FIRST OR SECOND CAREER CHOICE

DATE 07-24-73

56-735-022

PAGE 118

GRADE 10

STUDENT NAME	BUS	STUDENT NAME	BUS
FIRST CHOICE			
ABBEY DAVID B	YES (N1.2-)	BOWEN DOLO P	YES (N2.0-)
CRANDLINE SCOTT M	YES (N2.0-)	CURTIS JIMMIE DALE	YES (N1.0-)
DEAN JAMES R	YES (N1 2-)	FARRY STEPHEN E	YES (Y1.1-)
GRUELL RON M	YES (N2 2-)	HENDERSON DAVID C	NO (Y1.3-)
LEIMATTA KEITH +	NO (N1.1-)	LONG ROBERT J	YES (N1.3-)
MORNINGSTAR GARY R	YES (Y1.2-)	SEARY PETE C	NO (N1.1-)
WILSON TED +	NO (N1.4-)		
SECOND CHOICE			
BINNS LARRY L	YES (N1.0-)	CHEVERIE MICHAEL J	YES (Y0.3-)
EVANS DENNIS C	YES (N1.2-)	FORD DENNIS J	YES (N1.0-
FROEBE HENRY J	NO (N2.3-)	GRAHAM STEVE	NO (N1.3-,
KOENIG KURT J	YES (N2.2-	MILLER ARTHUR C	YES (N0.0-)
MUNOZ RICHARD R	YES (N1.0-	MURPHY RONALD M	YES (N2 2-)
OLSEN OSCAR S	NO (N2.3-)	OLSTON REED N	NO (N1.2-)
WILLIAMS TIM R	YES (N1.1-)		
TOTAL REQUESTED	26		
TOTAL STUDENTS	265		
PERCENTAGE	9.81+		

ILLUS. 3

COUNTY SUMMARY REPORTS

Essentially, the County Summary Reports are computer printed statistical review of each of the school reports. The title block contains the same basic information as the School Reports. The left hand column of the report identified the district and the name of each school within that district. The next three columns list the number of students who selected the particular question response indicated, the total number of students who took the questionnaire and a percentage factor.

The bottom line of each report indicates the County totals for each column. It is possible to obtain from these reports data pertaining to a particular school or a district and compare these results to the County percentage factors.

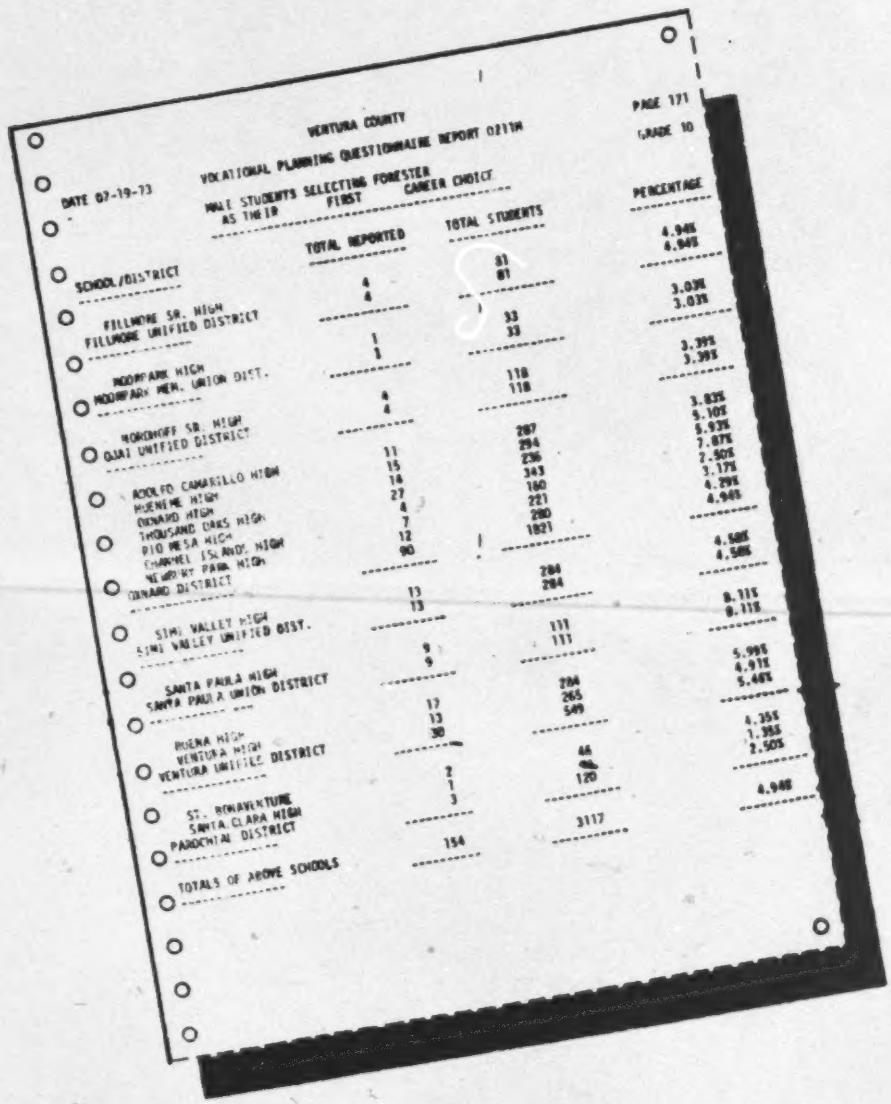
There is one additional report prepared in the County format but not reported as a separate item in the School Summary Reports. This report is based on Question "N" and pertains to the student's willingness to be bussed to a site other than his school in order to receive occupational training. The response to this question is utilized in the School Report titled "Students Who Indicated An Occupational Choice Under the Column Heading 'Bus'." (Illustration 4).

SPECIAL REPORTS

Because of the creative design of the computer programs utilized by this system, there are other types of reports or services which may be obtained by special request. In addition to address labels, perhaps the most useful report to this type is the "Special Trait Selector."

By specifying the appropriate work traits (Question C) and the job characteristics (Question G) it is possible to identify students which match the requirements of a particular job or training program. This report is particularly valuable for recruiting student into new or unusual programs. Utilizing a report of this nature, situations such as selecting a limited number of students for job opportunities or field trips can be resolved by school officials.

VENTURA COUNTY SUMMARY



VENTURA COUNTY — PAGE 171

DATE 07-19-73 — VOCATIONAL PLANNING QUESTIONNAIRE REPORT 0211M — GRADE 10

MALE STUDENTS SELECTING FORESTER AS THEIR FIRST CAREER CHOICE

SCHOOL/DISTRICT	TOTAL REPORTED	TOTAL STUDENTS	PERCENTAGE
FILLMORE SR. HIGH	4	81	4.94%
FILLMORE UNIFIED DISTRICT	4	81	4.94%
MOORPARK HIGH	1	33	3.03%
MOORPARK MEM. UNION DIST.	1	33	3.03%
NORDHOFF SR. HIGH	4	118	3.39%
OJAI UNIFIED DISTRICT	4	118	3.39%
ADOLFO CAMARILLO HIGH	11	287	3.83%
MOORPARK HIGH	15	294	5.10%
OXNARD HIGH	14	236	5.93%
THOUSAND OAKS HIGH	27	343	7.87%
RIO MESA HIGH	4	160	2.50%
CHANNEL ISLAND. HIGH	7	221	3.17%
NEWBURY PARK HIGH	12	280	4.29%
OXNARD DISTRICT	90	1821	4.94%
SIMI VALLEY HIGH	13	284	4.58%
SIMI VALLEY UNIFIED DIST.	13	284	4.58%
SANTA PAULA HIGH	9	111	8.11%
SANTA PAULA UNION DISTRICT	9	111	8.11%
BUENA HIGH	17	284	5.99%
VENTURA HIGH	13	265	4.91%
VENTURA UNIFIED DISTRICT	30	549	5.46%
ST. BONAVENTURE	2	46	4.35%
SANTA CLARA HIGH	1	120	1.35%
PAROCHIAL DISTRICT	3	3117	2.50%
TOTALS OF ABOVE SCHOOLS	154		4.94%

ILLUS. 4

USES OF THE SYSTEM

Each student in Ventura County who completes a Career Planning Inventory receives a Student Career Planning Profile (Illustrations 3 and 4), an Occupational Profile on each of his two present occupational choices (Question "0"), and a cover letter explaining how to interpret the enclosed materials.

In the cover letter, the student is encouraged to compare his choice of interests, aptitudes, training and job characteristics and requirements summarized on the Student Career Planning Profile (Illustrations 1 and 2) with the interests, aptitudes, training and job characteristics usually associated with each of his two occupational choices. The appropriate occupational profiles are included with the cover letter and the Student Career Planning Profile.

By utilizing the School Summary Reports and the Student Profiles, the Occupational Counselor can identify groups of students who have common interests or similar needs. This process facilitates small or large group counseling. The individual students with particular occupational counseling needs can also be identified.

The Occupational Interest Reports contained in the School Summary Reports facilitate matching student interest with such activities as career days or special speakers. These same reports have been utilized by work experience coordinators to aid in the selection of potential student job candidates when specific requests from community employers are received.

The vocational education teacher can also use the School Reports to identify those students who have a high interest in the particular occupation his program is designed to serve. This feature enables the teacher to recruit the identified students and thereby build the enrollment in his program.

The County Summary Reports, reflecting both numerical totals and percentages by school and by district, are beneficial tools for the vocational education planner. With these reports, he can quickly assess the number of potential students available for any program which is either presently operational or may be in the initial planning stages.

Appendix E

Project Developed Feedback Forms

1) Parent Feedback
2) Teacher Feedback
3) Student Feedback

PARENT FEEDBACK

Work Sampling for Handicapped Students

1. How effective do you think this program was in relation to:

   a. Your child's positive view of himself/herself?

   ☐ very effective ☐ somewhat effective

   ☐ slightly effective ☐ ineffective ☐ don't know

   b. Your child's awareness of his/her actual abilities?

   ☐ very effective ☐ somewhat effective

   ☐ slightly effective ☐ ineffective ☐ don't know

   c. Your child's awareness of different possible work areas in which he/she can be successfully involved?

   ☐ very effective ☐ somewhat effective

   ☐ slightly effective ☐ ineffective ☐ don't know

   d. Making the possibility of meaningful work more a reality for your child?

   ☐ very effective ☐ somewhat effective

   ☐ slightly effective ☐ ineffective ☐ don't know

2. How effective does your child think this program was?

   ☐ very effective ☐ somewhat effective

   ☐ slightly effective ☐ ineffective ☐ don't know

3. How informative was the initial program orientation for you?

   ☐ very informative ☐ somewhat informative

   ☐ slightly informative ☐ not informative ☐ didn't attend

4. How informative was the conference discussing the results of the evaluation?

   ☐ very informative ☐ somewhat informative

   ☐ slightly ☐ not informative ☐ didn't attend

5. Observations and comments (We would welcome any suggestions for improving the program, assuming that it will be possible to continue next year.)

TEACHER FEEDBACK

Work Sampling for Handicapped Students

Please comment on the following areas of the project:

1. Selection of students for Sampling -

2. Scheduling of students for Sampling -

3. In-service orientation (Mar. 5) -

4. ROP & County Hospital facilities -

5. In-service staffing -

6. Written Reports of results -

7. Debriefing of students -

(over)

8. Parent conferences -

9. Vocational Technicians -

10. Student benefits of program -

STUDENT FEEDBACK

Now that you have finished the work sampling and seen the results, we would like to know what you thought of the program. Please tell us honestly how you feel about it, and if you have any suggestions as to how it could be improved, include them under "Comments." Thank you for your time and patience. If we are able to continue next year, please come by and see us. We'd like to know how you're doing.

1. What did the work sampling tell you about yourself that you didn't already know?

2. What did you like and/or dislike about the work sampling?

3. Is there a better way to schedule the sampling? If so, choose one of the following, or give us your ideas:

   a) One week, four hours per day _____

   b) Two weeks, two hours per day _____

   c) Four weeks, one period per day _____

   d) After school _____

   e) Other _____

   _____

4. How do you plan to use what you have learned about yourself?

5. How could we improve the work sampling?

6. How else could we have been of help to you?

7. Comments: (use the back if you need more space)

Appendix F

Sample Copy of ROP Evaluation Report

CAREER EVALUATION PROGRAM
WEEKLY OBSERVATION RECORD

Name_____ Evaluator Carol Dinneen Date 3-30-76

Did the client show the following behavior during the week?

Yes	No			Comments:
X		1.	Attendance	
X		2.	Punctuality	
X		3.	Properly groomed and clean	
X		4.	Clear communication of needs and responses	
X		5.	Free of irritating mannerisms	
X		6.	Free of inappropriate behaviors	
	X	7.	Complaints of self-inadequacies	
	X	8.	Complaints of illness or disability	
	X	9.	Complaints about co-workers	
X		10.	Adequate work energy	
X		11.	Interacted with co-workers on breaks	
X		12.	Comfortable with supervision	

Yes	No			
X		1.	Ability to follow oral instructions	
	X	2.	Ability to follow written instructions	Needs help when math is involved.
X		3.	Ability to follow demonstrated instructions	
X		4.	Steadiness of work	
X		5.	Improvement of speed in repetition	
X		6.	Improvement of quality in repetition	
X		7.	Efficient organization of tools and supplies	
X		8.	Consistently high productivity level	
X		9.	Accepts unpleasant tasks	
X		10.	Ignores distractions	
X		11.	Requires only ordinary supervisory time	
X		12.	Self-starter	

Client _____ Date 3-30-76

Evaluator Carol Dinneen

Tests Administered _____ Results

SRA Reading Index - Handled material through the sentence comprehension level. With no problem. Missed the proficiency level for paragraph comprehension by two points.

SRA Arithmetic Index - Handled addition, subtraction, multiplication and division of whole numbers with no problem. Unable to do fractions, decimals or percentages.

California Occupational Preference System - High interest areas were professional and skilled art. Skilled technology was also above average but considerably below the rating for art.

Work Samples Administered

Name of sample	Results (3-highest 1-lowest) Time	Quality
Visual Pursuit	3	3
Rester Mechanical Aptitude	2	
Meslick Mechanical Comprehension	2	1
Engine Service	3	3
Shipping and Freight Handling	3	2
Order Picking	3	1
Adding Machine	2	2
Mail Sorting	1	2
Medical Services	2	3
Crawford Small Tools Dexterity - Pins 25% Screws 40% Bennett Hand Tool Dexterity - 25% Upper Extremity Range of Motion - 85% Size Discrimination - assembly 33% disassembly 65% Simulated Assembly - 35% Eye-hand-foot Coordination - 80% Drafting - - - - - - - - - - - -	2	2
Small Tools - assembly 40% disassembly 1% Numerical Sorting - 6% Independent Problem Solving - 87%		

scores varied, but were generally in the average to above average range for both time and quality. There does not appear to be any particular pattern in the tasks which she dropped down.

listened carefully to directions and was generally able to proceed with out further help. The exceptions to this were on tasks where a number of steps were involved. She did need a verbal explanation of written material if math was involved. was able to read and work from diagrams.

Generally, work pace was steady and on the fast side. It slowed down on tasks where close attention to detail or written material was involved. Although her tested dexterity was below average, in practical application it proved to be more than adequate. demonstrated above average concentration and a high tolerance for frustration. While was able to concentrate on her own work, she was also observant of what went on around her. Because of this she needed only a minimal explanation on several of the work samples.

approach to tasks was organized and she knew how to break tasks down into separate steps. She tended to stick closely to demonstrated methods rather than modify them to any great degree.

Employability Assets:

1) Steady, fairly rapid work pace
2) Good concentration
3) Ability to organize her work
4) Ability to follow directions

Present Limitations:

1) Math skills somewhat low
2) Quality of work drops when close attention to numbers or detail is required.

Comments

was a willing worker and appeared to take the evaluation seriously.

March 30, 1976

SOME TENTATIVE OCCUPATIONAL GOALS

Airbrush Artist 970.281
Art Lay-Out Man (print.& pub.) 141.081
Cartoonist 141.081
Commercial Designer 142.081
Copy Camera Operator 979.381
Cosmetologist 332.271
Darkroom Technician 976.381
Decorator (any ind.) I 298.381
Display Artist 142.081
Floral Designer 142.081
Furniture Designer 142.081
Horse Breeder 413.181
Horse Trainer 153.228
Paste-Up Man 979.381
Sample Maker (jewelry) 142.381
Silk Screener 979.381
Veterinary-Hospital Attendant 356.874
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The above occupations are consistent primarily with tested interests and secondarily with her aptitudes. Her two main interests were art and working with animals. Unfortunately we do not have work samples that test these aptitudes directly.

During the time spent in the Career Center, she talked primarily about entering the art field in some capacity. Most occupations that she was looking at require at least four years of college. There is a two year program in applied art at Moorpark College that she might wish to consider. This would train her for some entry level jobs in the art field.

If chooses to go the other way and follow up her interest in animals, Moorpark, again, has a course in wild animal training. We talked briefly about this and horse breeding and training. She also reviewed some information on the latter.

might want to consider both the R.O.P. classes in floral design and retail merchandising. Both of these relate to her artistic interests.

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.380 Set-up machine operating
.381-.281 Craftsmanship and related work
.368 Information gathering, dispensing, verifying and related work
.488-.388 Computing and related recording
.588-.688 Routine checking and recording
.684-.487 Sorting, inspecting, measuring and related work

.782 Operating controlling
.878 Child and adult care
.883 Driving operating
.884 Manipulating

Carol Dinneen
Occupational Counselor

Appendix G

Sample Copy of HSA Evaluation Report

CF[illegible]L HOSPITAL VENTURA COUN
WORK EVALUATION STAFFING REPORT

Client _____ Date 3/18/76

Counselor Simi High School Evaluator Boggs/Cardoni

This staffing report summarizes significant work evaluation findings and is intended to permit more immediate service delivery to the client. A comprehensive work evaluation report will be forthcoming.

Primary Vocational Assets:

1. Punctual and dependable.
2. Able to follow oral & demonstrated instructions.
3. Quality conscious worker.
4. Steady work pace.
5. Accepts unpleasant tasks.
6. No distractions (?)

Primary Vocational Limitations:

1. Impaired hearing.
2. Difficulty working with numbers & alphabet.
3. No work history.

WAIS - V___ P___ FS___

WRAT Read. ___ ___ %

ABLE Spell. ___ ___ % (Not Given)

Arith. ___ ___ %

Present Data, People, Things level (DPT)

D- 5- Copying

P- 8- Taking instructions - helping

T- 4- Manipulating

Tested gross motor dexterity in the 20th percentile (below-average).

Tested fine finger dexterity in the 51st percentile (average).

Primary Interests: Business, esthetics, mechanics, interpersonal.

Recommendations:

Immediate

1. Vocational counseling.
2. Remedical academic course.
3. Work study program.

Long Term

1. Occupations in the Benchwork area:
   a) Solderer-assembler, D.O.T. 706.884.
   b) Small Parts Assembler, D.O.T. 706.884.
2. Occupations from the Service area:
   a) Truck Driver, D.O.T. 905.883.
   b) Auto Mechanic-helper, D.O.T. 620.884.

Client Reaction to Proposed Plan:

Specific Questions:

[signature] Richard A. Cardoni

Evaluator Evaluation Supervisor

CAREER EVALUATION PROGRAM
WEEKLY OBSERVATION RECORD

Name _____ Evaluator Carol Dinneen Date 3-30-76

Did the client show the following behavior during the week?

Yes	No		Comments:
X		1. Attendance	
X		2. Punctuality	
X		3. Properly groomed and clean	
X		4. Clear communication of needs and responses	
X		5. Free of irritating mannerisms	
X		6. Free of inappropriate behaviors	
	X	7. Complaints of self-inadequacies	
	X	8. Complaints of illness or disability	
	X	9. Complaints about co-workers	
X		10. Adequate work energy	
X		11. Interacted with co-workers on breaks	
X		12. Comfortable with supervision	

Yes	No		Comments:
X		1. Ability to follow oral instructions	
	X	2. Ability to follow written instructions	Needs help when math is involved.
X		3. Ability to follow demonstrated instructions	
X		4. Steadiness of work	
X		5. Improvement of speed in repetition	
X		6. Improvement of quality in repetition	
X		7. Efficient organization of tools and supplies	
X		8. Consistently high productivity level	
X		9. Accepts unpleasant tasks	
X		10. Ignores distractions	
X		11. Requires only ordinary supervisory time	
X		12. Self-starter	

Form 3

WORK EVALUATION SUMMARY

Client _____ Date 3-30-76

Evaluator Carol Dinneen

Tests Administered **Results**

SRA Reading Index - Handled material through the sentence comprehension level. With no problem. Missed the proficiency level for paragraph comprehension by two points.

SRA Arithmetic Index - Handled addition, subtraction, multiplication and division of whole numbers with no problem. Unable to do fractions, decimals or percentages.

California Occupational Preference System - High interest areas were professional and skilled art. Skilled technology was also above average but considerably below the rating for art.

Work Samples Administered

Name of sample	Results (3-highest 1-lowest) Time	Quality
Visual Pursuit	3	3
Rester Mechanical Aptitude	2	
Meslick Mechanical Comprehension	2	1
Engine Service	3	3
Shipping and Freight Handling	3	2
Order Picking	3	1
Adding Machine	2	2
Mail Sorting	1	2
Medical Services	2	3
Crawford Small Tools Dexterity - Pins 25% Screws 40% Bennett Hand Tool Dexterity - 25% Upper Extremity Range of Motion - 85% Size Discrimination - assembly 33% disassembly 65% Simulated Assembly - 35% Eye-hand-foot Coordination - 80% Drafting - - - - - - - - - - - - 2 Small Tools - assembly 40% disassembly 1% Numerical Sorting - 6% Independent Problem Solving - 87%		2

OVERALL PERFORMANCE

scores varied, but were generally in the average to above average range for both time and quality. There does not appear to be any particular pattern in the tasks which she dropped down.

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.884 Manipulating

Carol Dinneen
Occupational Counselor

Appendix H

Regional Occupational Program Brochure

THE REGIONAL OCCUPATIONAL PROGRAM (R.O.P.)--

a cooperative effort of the Ventura County Superintendent of Schools Office, the various school districts, and the community colleges in the county – makes training available to students who want a marketable skill upon graduation. Training is cost-free to those who are eligible. The programs exist because employers in Ventura County need personnel with the skills being offered in the R.O.P. courses. Those students who develop the required skills and satisfactorily complete the training programs will be prepared to accept entry-level, full-time employment.

Courses:

AIR CONDITIONING/ HEATING/REFRIGERATION MECHANICAL OCCUPATIONAL CLUSTER • FLORAL PRODUCT DESIGN AUTO BODY REPAIR/AUTO REFINISHING BANK TELLER/FINANCIAL OCCUPATIONS AUTOMOTIVE SERVICE • MARKETING & DISTRIBUTIVE OCCUPATIONS • DENTAL ASSISTANT • PARK & CONSERVATION AIDE • HYDRAULICS/PNEUMATICS RESTAURANT OCCUPATIONS COMMUNITY BASED PROGRAMS

WHO ARE ELIGIBLE FOR TRAINING?

Seniors and some juniors in all Ventura County high schools. Seventeen-to-nineteen-year-old, out-of-school youths may also be eligible. Sophomores and freshmen plan ahead for an opportunity for hands-on training experience.

LENGTH OF TRAINING

Unless otherwise specified, classes meet two hours per day, five days a week, for two semesters. Most classes are during daylight hours.

CREDIT EARNED

Ten credits per semester are earned for most courses and may be applied toward fulfillment of requirements for high school graduation. Students generally enroll for four classes at their home school as well.

TRANSPORTATION

Bus transportation, from your high school to the training class and return, is available for most classes.

HOW TO ENROLL

Discuss the course with your parents (or guardian) and contact your high school counselor for enrollment information.

FOR MORE INFORMATION

Contact Mrs. Florine Matthews, Student Services Specialist, Regional Occupational Program, County Office Building, Ventura, California 93001, (805) 487-7711, ext. 4433.

Appendix I

"Job Survival Skills" Program Brochure

WHY HAVE IT?

Vocational trainees, students, and other clients with limited work experience often have difficulty adjusting to demands in the world of work. Education and vocational training can provide basic technical skills, but the client may lack interpersonal skills necessary to find a job and form satisfactory work relationships with supervisors and co-workers. The client also may be unaware of common employer expectations regarding personal appearance, attitude, and punctuality. Too frequently, the new employee who is unprepared for these realities is soon looking for another job.

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WHEN & WHERE

The full program requires 25 hours of instructional time. A condensed program requiring a minimum of 12 hours will also be offered. Scheduling is flexible, with a minimum of two sessions per week recommended. Every effort will be made to hold the training at a time and place that will be most convenient for the group being served.

FOR MORE INFORMATION

Contact Mr. Tom Nichols
Job Survival Skills Facilitator
Regional Occupational Program
County Office Building
Ventura, CA 93001
(805) 487-7711, extension 4437

VENTURA COUNTY

Regional Occupational Program

VENTURA COUNTY
SUPERINTENDENT OF SCHOOLS OFFICE
James F. Cowan, Ed.D., Superintendent

WHAT

IS THE JOB SURVIVAL SKILLS PROGRAM?

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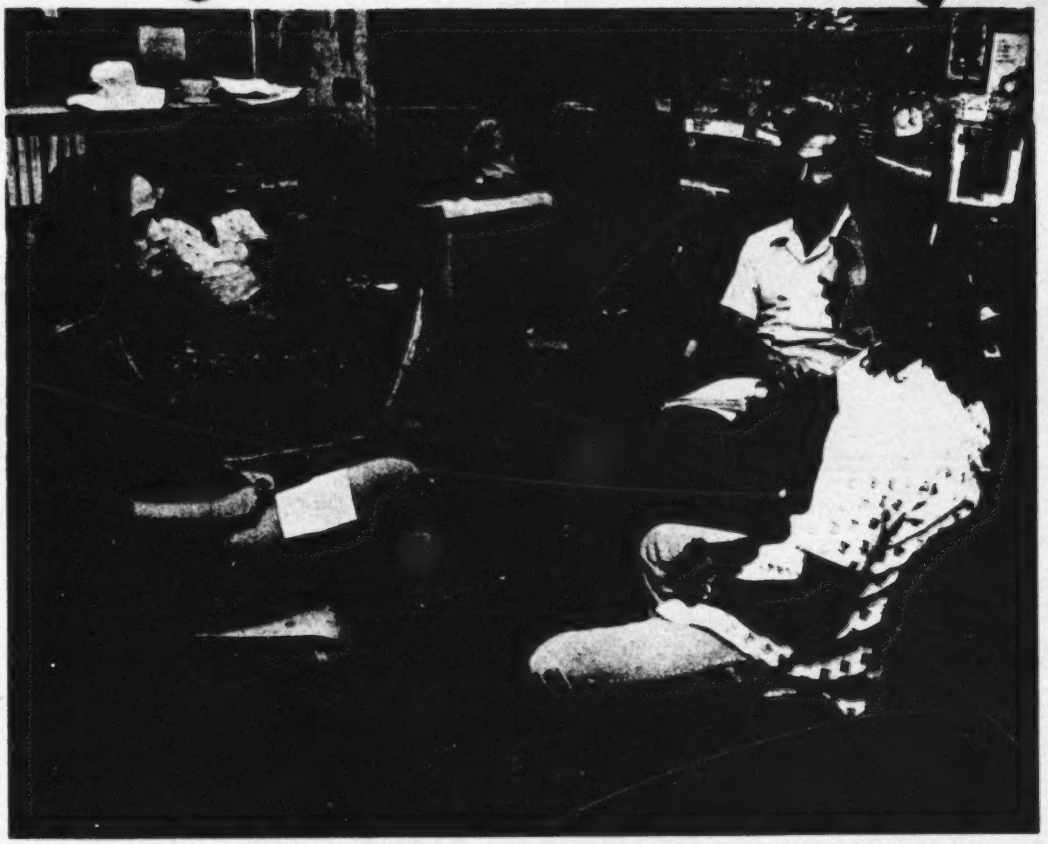
THE JOB SURVIVAL SKILLS PROGRAM:

The Job Survival Skills Program is designed to equip trainees and job seekers with information and abilities that are essential in finding and holding employment. Techniques of group interaction such as role playing and group discussion are used to achieve maximum participation and involvement by the trainees. Audio-visual materials are used to present information on critical areas and to stimulate further discussion and activities. Each trainee is given maximum opportunity to ask questions and work out individual problems.

AREAS COVERED INCLUDE:

- Personal Appearance
- Communication
- Job Application
- Resume
- Job Seeking
- Job Interview
- Work Relationship with Supervisor
- Work Relationships with Co-workers
- Individual Assessment



WHO NEEDS IT?

- Economically and/or culturally disadvantaged
- Trainees or students with no previous full-time work experience
- Clients with a sporadic work history
- Clients who have had difficulty holding jobs (For example, those who have quit jobs after a short period or have been fired)
- Recent high school dropouts
- Any others showing need or interest

SCHOOLS AND TRAINING AGENCIES THAT PREPARE PEOPLE FOR IMMEDIATE ENTRY INTO THE JOB MARKET WILL FIND THE PROGRAM INVALUABLE.